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ABSTRACT

This report provides policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third, fourth, and seventh grade students relative to the State Model Content Standards in third grade Reading Comprehension, fourth grade Reading and Writing, and seventh grade Reading and Writing. The report should raise awareness of the status of public education in Colorado as the public schools continue in their efforts to implement standards-based education reform statewide. These assessments should contribute to the evaluative process of assessing the strengths and gaps in Colorado public education in these content areas, and provide information for planning and improving instruction and delivery of educational services. The report is presented in five parts: Part 1 summarizes student performance in third grade Reading Comprehension; Part 2 summarizes student performance in fourth grade Reading; Part 3 summarizes student performance in fourth grade Writing; Part 4 summarizes student performance in seventh grade Reading; and Part 5 summarizes student performance in seventh grade Writing. Appendixes contain the Colorado Student Assessment Program Performance Level Descriptors for grade 3 reading, grade 4 reading, and grade 4 writing. (Contains 45 tables and 5 figures.) (NKA)

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COLORADO

Student Assessment Program

STUDENT PERFORMANCE IN

READING COMPREHENSION
GRADE 3,

READING AND WRITING
GRADE 4
&

READING AND WRITNG
GRADE 7

SPRING 1999

Annual Report to the Colorado General Assembly

By

The Colorado Department of Education

Dr. William J. Moloney, Commissioner

Richard G. Elmer, Deputy Commissioner

January 3, 2000

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ANNUAL REPORT

ON THE

COLORADO STUDENT ASSESSMENT PROGRAM

STUDENT PERFORMANCE IN

READING COMPREHENSION

THIRD GRADE,

READING AND WRITING

FOURTH GRADE,

&

READING AND WRITING

SEVENTH GRADE

SPRING 1999

In Accordance with House Bill 97-1249

Colorado Revised Statutes 22-7-409(2)

Prepared for the Colorado General Assembly

By

The Colorado Department of Education

Dr. William J. Moloney, Commissioner

Richard G. Elmer, Deputy Commissioner

January 3, 2000

Legal Basis for the Report Herein
House Bill 97-1249
Colorado Revised Statutes 22-7-409(2)

The department shall prepare an annual report of the results of the statewide assessments which shall be submitted no later than January 1, 1998, and no later than each January 1 thereafter, to the education committees of the house of representatives and the senate and to the governor and which shall be made available upon request to members of the public. In the report, the department shall present the percentage of students achieving each of the performance levels specified by the board, calculated for the state as a whole, for each district and by district size. The department shall also report the percentage of students in the state achieving each of the performance levels by gender, race, separate disabling condition, and ethnicity. The department shall also report said percentages of schools, categorizing the schools by socioeconomic status determined by the number of students eligible for free or reduced-cost lunch.

FOREWORD 1

Standards-Based Education and Assessment in Colorado 1
Purpose of the Colorado Student Assessment Program 2
Description of the 1999 Assessments 2
Content and Organization of This Report 3
Part 1: Student Performance in Third Grade Reading Comprehension 3
Part 2: Student Performance in Fourth Grade Reading 3
Part 3: Student Performance in Fourth Grade Writing 3
Part 4: Student Performance in Seventh Grade Reading 3
Part 5: Student Performance in Seventh Grade Writing 3

PART 1 STUDENT PERFORMANCE IN READING COMPREHENSION GRADE 3 CSAP SPRING 1999 4

SECTION 1.1. PERFORMANCE OF 3RD GRADE STUDENTS STATEWIDE IN READING 5

COMPREHENSION 5

Performance of Students Statewide in Reading Comprehension 6
Student Performance in Reading by Gender 7
Student Performance in Reading by Race and Ethnicity 8
Student Performance in Reading by Disabling Condition 9
Student Performance in Reading by District Size 11

SECTION 1.2. DISTRICT PERFORMANCE LEVELS IN READING COMPREHENSION 12

District Summaries of Student Performance in Reading 12

SECTION 1.3. PERFORMANCE OF SCHOOLS CLASSIFIED BY SOCIOECONOMIC STATUS 17

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25% 17
Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50% 17
Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75% 18
Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100% 18

PART 2 STUDENT PERFORMANCE IN READING GRADE 4 CSAP SPRING 1999 19

SECTION 2.1. PERFORMANCE OF 4TH GRADE STUDENTS STATEWIDE IN READING 20

Performance of Students Statewide in Reading 21
Student Performance in Reading by Gender 22
Student Performance in Reading by Race and Ethnicity 23
Student Performance in Reading by Disabling Condition 24
Student Performance in Reading by District Size 26

SECTION 2.2 DISTRICT PERFORMANCE LEVELS IN READING 27

District Summaries of Student Performance in Reading 27

SECTION 2.3 PERFORMANCE OF SCHOOLS CLASSIFIED BY SOCIOECONOMIC STATUS 32

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25% 32
Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50% 32
Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75% 33
Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100% 33

PART 3 STUDENT PERFORMANCE IN WRITING GRADE 4 CSAP SPRING 1999 34

SECTION 3.1. PERFORMANCE OF 4TH GRADE STUDENTS STATEWIDE IN WRITING 35

Student Performance in Writing by Gender 37
Student Performance in Writing by Race and Ethnicity 38
Student Performance in Writing by Disabling Condition 39
Student Performance in Writing by Test Accommodation 40
Student Performance in Writing by District Size 41

SECTION 3.2. DISTRICT PERFORMANCE LEVELS IN WRITING 42

District Summaries of Student Performance in Writing 42

SECTION 3.3. PERFORMANCE OF SCHOOLS CLASSIFIED BY SOCIOECONOMIC STATUS 47

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25% 47
Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50% 47
Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75% 48
Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100% 48

PART 4 STUDENT PERFORMANCE IN READING GRADE 7 CSAP SPRING 1999 49

SECTION 4.1. PERFORMANCE OF 7TH GRADE STUDENTS STATEWIDE IN READING 50

Performance of Students Statewide in Reading 51
Student Performance in Reading by Gender 52
Student Performance in Reading by Race and Ethnicity 53
Student Performance in Reading by Disabling Condition 54
Student Performance in Reading by Test Accommodation 55
Student Performance in Reading by District Size 56

SECTION 4.2. DISTRICT PERFORMANCE LEVELS IN READING 57

District Summaries of Student Performance in Reading 57

SECTION 4.3. PERFORMANCE OF SCHOOLS CLASSIFIED BY SOCIOECONOMIC STATUS 62

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25% 62
Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50% 62
Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75% 63
Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100% 63

PART 5 STUDENT PERFORMANCE IN WRITING GRADE 7 CSAP SPRING 1999 64

SECTION 5.1. PERFORMANCE OF 7TH GRADE STUDENTS STATEWIDE IN WRITING 65

Student Performance in Writing by Gender 67
Student Performance in Writing by Race and Ethnicity 68
Student Performance in Writing by Test Accommodation 70
Student Performance in Writing by District Size 71

SECTION 5.2. DISTRICT PERFORMANCE LEVELS IN WRITING 72

District Summaries of Student Performance in Writing 72

SECTION 5.3. PERFORMANCE OF SCHOOLS CLASSIFIED BY SOCIOECONOMIC STATUS 77

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25% 77
Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50% 77
Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75% 78
Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100% 78

APPENDIX A 79

Colorado Student Assessment Program Performance Level Descriptors Grade 3 Reading 79
Colorado Student Assessment Program Performance Level Descriptions Grade 4 Reading 80
Colorado Student Assessment Program Performance Level Descriptions Grade 4 Writing 83

COLORADO STUDENT ASSESSMENT PROGRAM PERFORMANCE LEVEL DESCRIPTIONS GRADE 7 READING.... 86
COLORADO STUDENT ASSESSMENT PROGRAM PERFORMANCE LEVEL DESCRIPTIONS GRADE 7 WRITING.... 89

Figure 1. Reading Performance of All 3rd Grade Students CSAP Spring 1999 6
Figure 2. Reading Performance of All 4th Grade Students CSAP Spring 1999..... 21
Figure 3. Writing Performance of All 4th Grade Students CSAP Spring 1999 36
Figure 4. Reading Performance of All 7th Grade Students CSAP Spring 1999..... 51
Figure 5. Writing Performance of All 7th Grade Students CSAP Spring 1999 66

Table 1. Student Assessment Status in 3rd Grade Reading CSAP Spring 1999 5
Table 2. Reading Performance of All 3rd Grade Students 7
Table 3. Reading Performance of 3rd Grade Students by Gender..... 7
Table 4. Reading Performance of 3rd Grade Students by Race and Ethnicity 8
Table 5. Reading Performance of 3rd Grade Students by Disabling Condition..... 9
Table 6. Reading Performance of 3rd Grade Students by Test Accommodation..... 10
Table 7. Reading Performance of 3rd Grade Students by District Size..... 11
Table 8. Reading Performance of 3rd Grade Students in Colorado School Districts..... 12
Table 9A-D Overall Summary of Results by School SES Classification for the State 17
Table 10. Student Assessment Status in 4th Grade Reading CSAP Spring 1999..... 20
Table 11. Reading Performance of All 4th Grade Students..... 22
Table 12. Reading Performance of 4th Grade Students by Gender..... 22
Table 13. Reading Performance of 4th Grade Students by Race and Ethnicity 23
Table 14. Reading Performance of 4th Grade Students by Disabling Condition..... 24
Table 15. Reading Performance of 4th Grade Students by Test Accommodation 25
Table 16. Reading Performance of 4th Grade Students by District Size..... 26
Table 17. Reading Performance of 4th Grade Students in Colorado School Districts..... 27
Table 18A-D Overall Summary of Results by School SES Classification for the State 32
Table 19. Student Assessment Status in 4th Grade Writing CSAP Spring 1999 35
Table 20. Writing Performance of All 4th Grade Students 37
Table 21. Writing Performance of 4th Grade Students by Gender..... 37
Table 22. Writing Performance of 4th Grade Students by Race and Ethnicity 38
Table 23. Writing Performance of 4th Grade Students by Disabling Condition..... 39
Table 24. Writing Performance of 4th Grade Students by Test Accommodation..... 40
Table 25. Writing Performance of 4th Grade Students by District Size..... 41
Table 26. Writing Performance of 4th Grade Students in Colorado School Districts..... 42
Table 27A-D Overall Summary of Results by School SES Classification for the State 47
Table 28. Student Assessment Status in 7th Grade Reading CSAP Spring 1999..... 50
Table 29. Reading Performance of All 7th Grade Students..... 52
Table 30. Reading Performance of 7th Grade Students by Gender..... 52
Table 31. Reading Performance of 7th Grade Students by Race and Ethnicity 53
Table 32. Reading Performance of 7th Grade Students by Disabling Condition 54
Table 33. Reading Performance of 7th Grade Students by Test Accommodation 55
Table 34. Reading Performance of 7th Grade Students by District Size..... 56
Table 35. Reading Performance of 7th Grade Students in Colorado School Districts..... 57
Table 36A-D. Overall Summary of Results by School SES Classification for the State 62
Table 37. Student Assessment Status in 7th Grade Writing CSAP Spring 1999 65
Table 38. Writing Performance of All 7th Grade Students 67

Table 39. Writing Performance of 7th Grade Students by Gender 67
Table 40. Writing Performance of 7th Grade Students by Race and Ethnicity 68
Table 41. Writing Performance of 7th Grade Students by Disabling Condition 69
Table 42. Writing Performance of 7th Grade Students by Test Accommodation 70
Table 43. Writing Performance of 7th Grade Students by District Size 71
Table 44. Writing Performance of 7th Grade Students in Colorado School Districts 72
Table 45A-D. Overall Summary of Results by School SES Classification for the State 77

Foreword

On behalf of the state Board of Education, the Colorado Department of Education (CDE) is pleased to present the third annual report on the Colorado Student Assessment Program (CSAP). This report describes student performance in third grade Reading Comprehension, fourth grade Reading and Writing, and seventh grade Reading and Writing from the Spring 1999 administration of the CSAP. All third, fourth, and seventh grade students in Colorado were accounted for in this third administration of CSAP. (Note that the first administration of the CSAP fifth grade Mathematics assessment occurred in Fall 1999. Results from that assessment are not yet available and will be included in the Fourth Annual Report to the Legislature.)

This report will provide policymakers, educators, parents, and the community with a general accounting and a concise overview of the performance of Colorado's third, fourth, and seventh grade students relative to the State Model Content Standards in third grade Reading Comprehension, fourth grade Reading and Writing, and seventh grade Reading and Writing. This report should raise awareness of the status of public education in Colorado as the public schools continue to their efforts to implement standards-based education reform statewide. The third assessment of fourth grade Reading and Writing, second assessment of third grade Reading Comprehension, and first assessment of seventh grade Reading and Writing contribute to the evaluative process of assessing the strengths and gaps in Colorado public education in these content areas and provide information for planning and improving instruction and delivery of educational services. CSAP results are important to schools and districts, as well as for state accountability. They are an integral component of Colorado school district accreditation requirements. In particular, results from this second assessment of third grade Reading Comprehension provide evidence of progress toward meeting the rules for the 1997 Colorado Basic Literacy Act.

Standards-Based Education and Assessment in Colorado

With the passage of House Bill 93-1313, Colorado embarked on its path toward standards-based education reform. This legislation charged the State to develop model content standards that would guide student learning in Colorado public schools. Colorado Model Content Standards in the areas of Reading, Writing, Geography, Mathematics, Science, and History were adopted by the State Board of Education in June 1995. As mandated by this legislation, each of the 176 Colorado school districts also has written and adopted standards that meet or exceed those of the State. These statements of the academic content each student is expected to learn describe what students should know and be able to do. They establish the framework for ensuring that rigorous academic content is being taught and raise expectations for all students. The State Model Content Standards present students and teachers with clear and challenging educational targets; serve as a focus on student learning and achievement; and provide the impetus for a measurement tool for judging students' academic learning and performance.

In accordance with House Bill 93-1313 and House Bill 97-1249, CDE continued the statewide assessment of public school students relative to the State Model Content Standards in Spring

1999. The CSAP again assessed all third grade students in Reading Comprehension and all fourth grade students in Reading and Writing, and began the assessment of all seventh grade students in Reading and Writing.

Purpose of the Colorado Student Assessment Program

The purpose of the CSAP is to provide educators, policy makers, and the community with a picture of student performance and to determine the level at which Colorado students meet the State's academic content standards. The results will provide a context for improving public education in Colorado. The fact that the CSAP is based on the State's model content standards will ensure that all districts are held to the same challenging standards that Coloradans expect for their children regardless of students' individual characteristics or whether they live in urban, suburban, or rural areas.

Description of the 1999 Assessments

Between March 1 and March 26, 1998, 52,780 third grade students were assessed in Reading Comprehension; 52,068 fourth grade students were assessed in Reading; 50,196 fourth grade students were assessed in Writing; 51,998 seventh grade students were assessed in Reading; and 49,877 seventh grade students were assessed in Writing by the third Colorado statewide assessment.

All but two percent of third grade students participated in the assessment. In the fourth grade all but two percent of students participated in the Reading assessment and all but six percent of students participated in the Writing assessment. In the seventh grade all but four percent of students participated in the Reading assessment and all but eight percent of students participated in the Writing assessment. The reasons for non-participation included: does not read or speak English or Spanish; disabilities so severe that the student had individualized standards; parental refusal; and incomplete or invalid test sessions.

Some students received accommodations in how the assessment was administered similar to accommodations they received in instruction. For example, large-print and Braille versions of the assessment were provided for visually impaired students.

The third grade Reading Comprehension assessment was administered over the course of two fifty-minute testing periods. The fourth and seventh grade assessments were administered over the course of six fifty-minute testing periods: three fifty-minute sessions for Reading and three fifty-minute sessions for Writing.

For the third, fourth, and seventh grade reading assessments, students were required to read passages and individually respond to selected-response (multiple-choice) and constructed-response (open-ended) questions about the passages. More constructed responses were required from the fourth and seventh grade students than from the third grade students. For the fourth and seventh grade Writing assessments, each student responded to writing prompts, editing tasks, and selected-response and constructed-response questions.

Content and Organization of This Report

In accordance with House Bill 97-1249 (Colorado Revised Statutes 22-7-409(2)), State summary results on student performance are reported by gender, race and ethnicity, disabling condition, test accommodation, and size of district. Summary results of student performance for each school district and student performance by school socioeconomic classification also are provided.

This report is presented in five parts: Part 1 summarizes student performance in third grade Reading Comprehension, Part 2 summarizes student performance in fourth grade Reading, Part 3 summarizes student performance in fourth grade Writing, Part 4 summarizes student performance in seventh grade Reading, and Part 5 summarizes student performance in seventh grade Writing. These sections are organized as follows:

Part 1: Student Performance in Third Grade Reading Comprehension

Section 1.1 provides the summary of the performance of all third grade students in Reading Comprehension; Section 1.2 presents a summary of third grade students' Reading comprehension performance in each of the school districts; and Section 1.3 presents the third grade Reading Comprehension results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic state.

Part 2: Student Performance in Fourth Grade Reading

Section 2.1 provides the summary of the performance of all fourth grade students in Reading; Section 2.2 presents a summary of fourth grade students' Reading performance in each of the school districts; and Section 2.3 presents the fourth Reading results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 3: Student Performance in Fourth Grade Writing

Section 3.1 provides the summary of the performance of all fourth grade students in Writing; Section 3.2 presents a summary of fourth grade students' Writing performance in each of the school districts; and Section 3.3 presents the fourth grade Writing results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 4: Student Performance in Seventh Grade Reading

Section 4.1 provides the summary of the performance of all seventh grade students in Reading; Section 4.2 presents a summary of seventh grade students' Reading performance in each of the school districts; and Section 4.3 presents the seventh grade Reading results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 5: Student Performance in Seventh Grade Writing

Section 5.1 provides the summary of the performance of all seventh grade students in Writing; Section 5.2 presents a summary of seventh grade students' Writing performance in each of the school districts; and Section 5.3 presents the seventh grade Writing results categorized by percent of students in the school receiving free or reduced-cost lunch, the indicator of socioeconomic status.

Part 1

Student Performance in Reading Comprehension

Grade 3

CSAP Spring 1999

Section 1.1. Performance of 3rd Grade Students Statewide in Reading Comprehension

Number of Students Assessed

Of the 54,007Colorado third grade students, 52,780 students completed the assessment in Reading Comprehension during the Spring 1999 CSAP. Only three percent, or 1,280 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Reading due to the severity of a disability.

Table 1. Student Assessment Status in 3rd Grade Reading CSAP Spring 1999

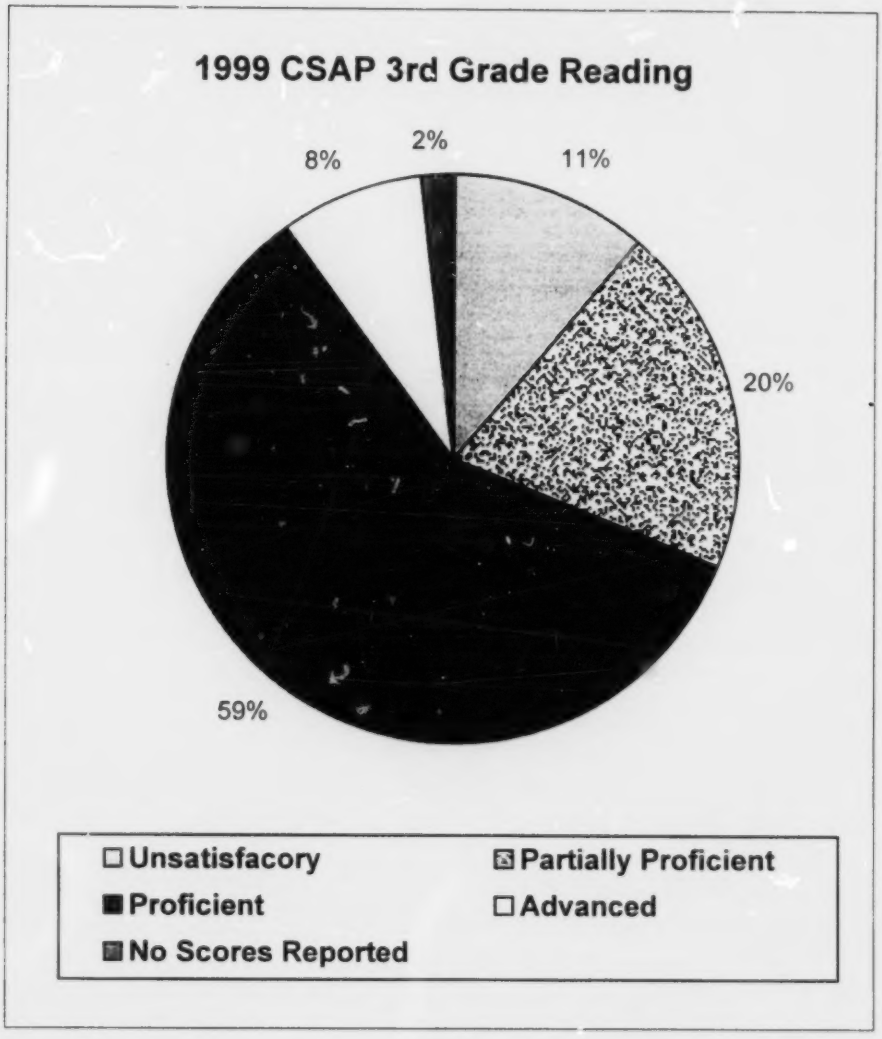
Student Assessment Status	Number	Percent
Students completing the assessment	52780	97.7%
Test incomplete or invalid	363	.7%
Not tested: Not literate in English or Spanish	233	.4%
Not tested: Working on individualized standards	591	1.1%
Not tested: Parental/Guardian refusal	40	.1%
State Total	54007	100.0%

The remainder of this section presents the results of the 1999 student performance in Reading Comprehension for the State as a whole. The following figure and tables are presented in this section:

Figure 1. Reading performance of All 3rd Grade Students: CSAP Spring 1999
Table 2. Reading Performance of All 3rd Grade Students: CSAP Spring 1999
Table 3. Reading Performance of 3rd Grade Students by Gender: CSAP Spring 1999
Table 4. Reading Performance of 3rd Grade Students by Race and Ethnicity: CSAP Spring 1999
Table 5. Reading Performance of 3rd Grade Students by Disabling Condition: CSAP Spring 1999
Table 6. Reading Performance of 3rd Grade Students by Test Accommodation: CSAP Spring 1999
Table 7. Reading Performance of 3rd Grade Students by District Size: CSAP Spring 1999

Performance of Students Statewide in Reading Comprehension

Figure 1. Reading Performance of All 3rd Grade Students CSAP Spring 1999



Four proficiency levels for describing the performance of students on the third grade CSAP Reading Comprehension assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on September 10, 1998. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading Comprehension assessment is provided in Appendix A.

Table 2. Reading Performance of All 3rd Grade Students

State	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	11%	20%	59%	8%	2%	100%

As illustrated in Table 2, the results indicate that in 1999, 67 percent of Colorado third grade students were considered proficient or advanced in Reading Comprehension, while the performance of 11 percent was deemed unsatisfactory. All students classified as proficient are considered as meeting the State Model Content Standards for Reading Comprehension.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only two percent of third grade students did not participate in the 1999 CSAP assessment of Reading Comprehension.

Student Performance in Reading by Gender

Table 3. Reading Performance of 3rd Grade Students by Gender

Gender	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	13%	21%	57 %	7%	3%	101%**
Female	9%	19%	61%	10%	2%	101%**
Data invalid or not provided*	18%	22%	48%	5%	7%	100%
State Total	11%	20%	59%	8%	2%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding.

As illustrated in Table 3, the results of the 1999 CSAP indicate that third grade girls outperformed boys in Reading: 71 percent of the girls and 64 percent of the boys were proficient or in Reading. The comparative performance of Colorado girls and boys in Reading is consistent with comprehension of students nationally.

Student Performance in Reading by Race and Ethnicity

Table 4. Reading Performance of 3rd Grade Students by Race and Ethnicity

Race/Ethnicity	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	12%	23%	54%	6%	5%	100%
Black	24%	30%	41%	2%	4%	101%**
Hispanic	21%	29%	43%	2%	4%	99%**
Native Amer./ Alaska Native	16%	25%	51%	4%	3%	99%**
White	7%	16%	65%	10%	2%	100%
Data invalid or not provided*	15%	23%	53%	7%	2%	100%
State Total	11%	20%	59%	8%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding

The 1999 CSAP results shown in Table 4 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored higher than did other minority students.

Student Performance in Reading by Disabling Condition

Table 5. Reading Performance of 3rd Grade Students by Disabling Condition

Disabling Condition	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability**	8%	20%	63%	9%	1%	101%**
Signif. limited intellec. capacity	38%	6%	3%	0%	53%	100%
Emotional disability	32%	25%	28%	2%	13%	100%
Percept. /commun. Disability	49%	28%	16%	0%	7%	100%
Hearing disability	29%	32%	19%	1%	19%	100%
Visual disability	26%	19%	37%	11%	7%	100%
Physical disability	33%	26%	23%	1%	17%	100%
Autism	24%	11%	8%	0%	58%	101%**
Traumatic brain injury	31%	13%	13%	0%	44%	101%**
Speech/language disability	37%	30%	26%	2%	4%	99%**
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	15%	3%	3%	0%	79%	100%
Data invalid or not provided*	10%	18%	62%	8%	3%	101%**
State Total	11%	20%	59%	8%	2%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total 100% due to rounding.
X: Number tested fewer than 16; no summaries provided.

The results on student performance by separate disabling condition shown in Table 5 should be interpreted with caution. There was a slight discrepancy in the number of students with disabilities reported on the December 1998 Federal count and that reported on the March 1999 CSAP. This discrepancy should be taken into account when drawing inferences based on these data.

Student Performance in Reading by Test Accommodation

Table 6. Reading Performance of 3rd Grade Students by Test Accommodation

Test Accommodation	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	9%	19%	61%	9%	2%	100%
Braille	X	X	X	X	X	X
Large print	28%	20%	36%	4%	12%	100%
Teacher-read directions	50%	26%	17%	1%	5%	99%**
Scribe	43%	28%	25%	2%	2%	100%
Signing of presentation or response	48%	12%	8%	0%	32%	100%
Assistive communication device for response	X	X	X	X	X	X
Extended/modified timing/scheduling	28%	34%	34%	1%	2%	99%**
Data invalid or not provided*	12%	15%	55%	9%	10%	101%**
State Total	11%	20%	59%	8%	2%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
** Does not total to100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

It is the goal of the Colorado Department of Educa[illegible] to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information. Results of accommodated and non-accommodated assessments are shown in Table 6. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Reading by District Size

Table 7. Reading Performance of 3rd Grade Students by District Size

District Enrollment	Reading Comprehension Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	7%	19%	61%	8%	4%	99%**
301-600	9%	19%	63%	8%	1%	100%
601-1200	11%	21%	60%	6%	2%	100%
1201-6000	10%	19%	61%	8%	2%	100%
6001-24999	9%	19%	61%	9%	2%	100%
25000 or more	13%	21%	56%	7%	3%	100%
State Total	11%	20%	59%	8%	2%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 7 indicate that, in general, student performance in Reading Comprehension does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly fewer students in the largest districts (25,000 or more students) were proficient or advanced in Reading Comprehension and slightly more students in districts enrolling 301 to 600 students were proficient or advanced in Reading Comprehension.

Section 1.2. District Performance Levels in Reading Comprehension

While only three percent of third grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 16 percent within school districts. Eight districts reported not testing (or invalid tests) for six to 16 percent of their third grade students, three to four times the state average.

A summary of results of the 1999 CSAP assessment of student performance in Reading comprehension for each school district is provided in Table 8 below.

District Summaries of Student Performance in Reading

Table 8. Reading Performance of 3rd Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	4	13	69	14	1
ADAMS ARAPAHOE	20	26	46	4	3
ADAMS COUNTY	19	32	46	1	1
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	4	7	82	7	0
ALAMOSA	16	19	56	6	3
ARCHULETA	5	17	69	7	3
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	0	15	66	18	1
AULT HIGHLAND	13	30	52	2	3
BAYFIELD	7	13	74	6	1
BENNETT	13	28	54	4	0
BETHUNE	X	X	X	X	X
BIG SANDY	0	21	79	0	0
BOULDER VALLEY	5	12	64	15	4
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	11	24	61	4	1
BRUSH	14	26	54	6	1
BUENA VISTA	9	22	61	3	5
BUFFALO	6	6	78	11	0
BURLINGTON	18	17	56	8	2
BYERS	7	27	61	5	0
CALHAN	6	19	51	21	2
CAMPO	X	X	X	X	X
CANON CITY	8	20	65	6	1
CENTENNIAL	45	23	27	0	5

CENTER	13	38	47	2	0
CHERAW	X	X	X	X	X
CHERRY CREEK	5	14	66	11	3
CHEYENNE	4	20	64	8	4
CHEYENNE MTN	1	9	67	23	0
CLEAR CREEK	10	21	62	5	2
CSD&B ·	X	X	X	X	X
COLORADO SPRING	10	22	59	7	2
CUSTER COUNTY	14	19	57	5	5
COTOPAXI	4	17	71	8	0
CREEDE	0	19	69	13	0
CRIPPLE CREEK	10	21	59	5	5
CROWLEY	2	7	82	7	2
DE BEQUE	X	X	X	X	X
DEER TRAIL	6	50	38	6	0
DEL NORTE	9	22	60	9	0
DELTA	8	21	63	7	2
DENVER	23	28	40	3	5
DOLORES RE-4A	12	26	56	5	2
DOLORES COUNTY	4	22	65	9	0
DOUGLAS	4	14	69	12	1
DURANGO	10	10	68	11	2
EADS	X	X	X	X	X
EAGLE COUNTY	6	14	68	11	2
EAST GRAND	6	6	71	12	5
EAST OTERO	14	23	55	5	4
EAST YUMA	11	13	72	5	0
EATON	2	17	63	16	1
EDISON	X	X	X	X	X
ELBERT	0	12	65	18	6
ELIZABETH	7	16	65	9	1
ELLICOTT	19	23	50	7	1
ENGLEWOOD	11	23	58	6	1
ESTES PARK	5	10	67	17	0
EXPEDITIONARY	4	26	61	9	0
FALCON	6	17	68	7	0
FLORENCE	16	19	58	6	0
FORT LUPTON	17	27	47	5	3
FORT MORGAN	20	25	50	2	3
FOUNTAIN	13	23	55	6	3
FOWLER	4	4	56	36	0
FRENCHMAN	12	6	65	6	12
GARFIELD RIFLE	14	20	58	7	2
GARFIELD PARA	21	28	48	3	0
GENOA HUGO	0	26	58	0	16
GILCREST	16	24	52	4	3
GILPIN COUNTY	23	8	54	12	4

GRANADA	5	25	65	5	0
GREELEY	22	23	48	5	1
GUNNISON	10	12	71	7	0
HANOVER	X	X	X	X	X
HARRISON	18	27	48	4	2
HAXTUN	6	22	61	11	0
HAYDEN	10	19	69	2	0
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE	0	15	73	12	0
HOLLY	13	33	46	8	0
HOLYOKE	0	10	83	6	0
HUERFANO	13	19	54	12	2
IGNACIO	6	18	68	8	0
JEFFERSON	9	18	62	9	2
JOHNSTOWN	11	22	55	11	0
JULESBURG	6	18	76	0	0
KARVAL	X	X	X	X	X
KEENESBURG	13	19	64	3	1
KIM	X	X	X	X	X
KIOWA	4	8	77	12	0
KIT CARSON	X	X	X	X	X
LA VETA	0	5	77	18	0
LAKE	8	24	65	3	1
LAMAR	13	20	56	7	4
LAS ANIMAS	14	27	44	5	11
LEWIS PALMER	5	14	69	12	1
LIMON	5	25	66	3	2
LITTLETON	6	17	63	12	2
LONE STAR	X	X	X	X	X
MANCOS	3	13	67	13	3
MANITOU SPRINGS	5	8	71	14	2
MANZANOLA	6	44	33	6	11
MAPLETON	15	26	50	6	3
MC CLAVE	10	5	81	0	5
MEEKER	7	20	57	16	0
MESA COUNTY V	11	21	60	6	2
MIAMI YODER	5	21	58	5	11
MOFFAT	5	16	68	11	0
MOFFAT COUNTY	8	22	59	9	2
MONTE VISTA	13	20	59	7	1
MONTEZUMA	13	19	56	6	6
MONTROSE	16	27	47	6	4
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	7	19	61	13	0
NORTH PARK	17	13	63	8	0
NORTHGLENN	15	24	54	4	3

NORWOOD	0	31	58	12	0
OTIS	0	12	59	29	0
OURAY	0	9	64	23	5
PARK COUNTY	14	34	46	5	0
PAWNEE	X	X	X	X	X
PEYTON	11	21	65	3	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLE	0	42	58	0	0
PLATTE CANYON	4	11	71	13	0
PLATTE VALLEY RE-7	8	10	72	10	0
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	6	16	63	13	2
PRAIRIE	X	X	X	X	X
PRIMERO	0	30	65	5	0
PRITCHETT	X	X	X	X	X
PUEBLO CITY	10	24	61	5	1
PUEBLO COUNTY	7	18	68	6	1
RANGELY	9	27	53	9	2
RIDGWAY	0	9	82	9	0
ROARING FORK	9	20	60	9	2
ROCKY FORD	12	21	58	4	5
SALIDA	9	21	61	7	2
SANFORD	20	16	56	4	4
SANGRE DE CRI	0	11	67	22	0
SARGENT	0	10	79	10	0
SHERIDAN	21	24	51	3	0
SIERRA GRANDE	19	15	58	4	4
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	15	43	40	3	0
SOUTH ROUTT	16	14	59	5	5
SPRINGFIELD	0	17	58	25	0
ST VRAIN VALLEY	7	16	64	12	1
STEAMBOAT SPRIN	4	15	62	17	2
STRASBURG	3	30	65	3	0
STRATTON	5	41	55	0	0
SUMMIT	6	12	70	11	1
SWINK	12	12	56	20	0
TELLURIDE	0	11	77	11	0
THOMPSON	5	17	65	11	1
TRINIDAD	17	30	48	2	4
VALLEY	9	22	59	7	2
VILAS	X	X	X	X	X
WALSH	X	X	X	X	X
WELDON VALLEY	X	X	X	X	X
WEST END	13	0	88	0	0
WEST GRAND	4	20	72	4	0

WEST YUMA	21	27	46	5	0
WESTMINSTER	15	24	54	4	4
WIDEFIELD	12	22	58	6	1
WIGGINS	23	23	54	0	0
WILEY	X	X	X	X	X
WINDSOR	4	17	66	13	1
WOODLAND PARK	8	12	67	11	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 1.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the Reading Comprehension performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator or school SES. Four levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch
Level 2: 26-50 % receiving free or reduced-cost lunch
Level 3: 51-75% receiving free or reduced-cost lunch
Level 4: 76-100% receiving free or reduced-cost lunch

Reading Comprehension Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 9A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%

Table 9A. Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 1 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	6%	15%	66%	12%	2%	101%**
** Does not total 100% due to rounding.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%

Table 9B. Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 2 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	10%	21%	60%	7%	2%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%

Table 9C. Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 3 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	18%	26%	48%	4%	3%	99%**
** Does not total 100% due to rounding						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%

Table 9D. Reading Comprehension Performance of all 3rd Grade Students In Schools at SES Level 4 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	29%	31%	33%	2%	5%	100%

Part 2

Student Performance in Reading

Grade 4

CSAP Spring 1999

Section 2.1. Performance of 4th Grade Students Statewide in Reading

Number of Students Assessed

Of the 53,387 Colorado fourth grade students, 52,068 students completed the assessment in Reading during the Spring 1999 CSAP. Only two percent, or 1319 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Reading due to the severity of a disability.

Table 10. Student Assessment Status in 4th Grade Reading CSAP Spring 1999

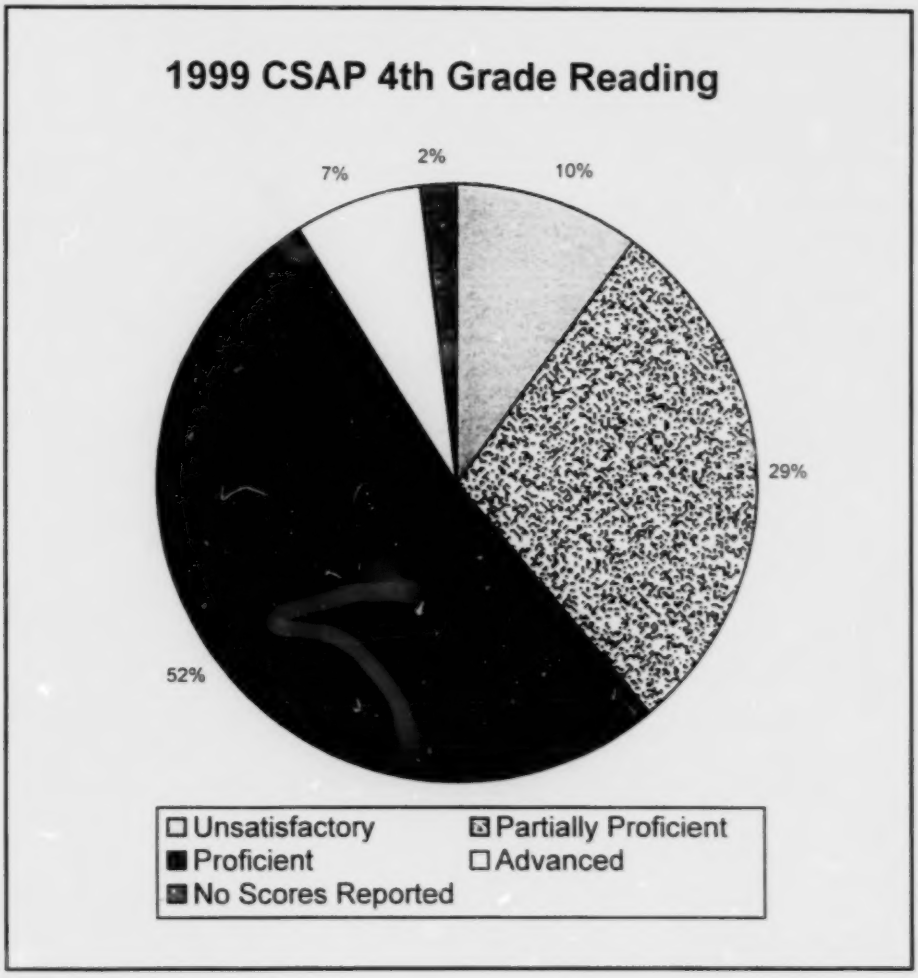
Student Assessment Status	Number	Percent
Students completing the assessment	52068	97.5%
Test incomplete or invalid	539	1.0%
Not tested: Not literate in English or Spanish	203	.4%
Not tested: Working on individualized standards	537	1.0%
Not tested: Parental/Guardian refusal	40	.1%
e Total	53387	100%

The remainder of this section presents the results of the 1999 student performance in Reading for the State as a whole. The following figures and tables are presented in this section:

Figure 2. Reading performance of All 4th grade students; CSAP Spring 1999
Table 11. Reading Performance of All 4th Grade Students: CSAP Spring 1999
Table 12. Reading Performance of 4th Grade Students by Gender: CSAP Spring 1999
Table 13. Reading Performance of 4th Grade Students by Race and Ethnicity: CSAP Spring 1999
Table 14. Reading Performance of 4th Grade Students by Disabling Condition: CSAP Spring 1999
Table 15. Reading Performance of 4th Grade Students by Test Accommodation: CSAP Spring 1999
Table 16. Reading Performance of 4th Grade Students by District Size: CSAP Spring 1999

Performance of Students Statewide in Reading

Figure 2. Reading Performance of All 4th Grade Students CSAP Spring 1999



Four proficiency levels for describing the performance of students on the fourth grade CSAP Reading and Writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading assessment is provided in Appendix A.

Table 11. Reading Performance of All 4th Grade Students

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	10%	29%	52%	7%	2%	100%

Table 11 indicates that in 1999, 59 percent of Colorado fourth grade students were considered proficient or advanced in Reading, while the performance of 10 percent was deemed unsatisfactory. A student classified as proficient was considered to have met the State Model Content Standards for Reading.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only two percent of fourth grade students did not participate in the 1999 CSAP assessment of Reading.

Student Performance in Reading by Gender

Table 12. Reading Performance of 4th Grade Students by Gender

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	11%	30%	51%	6%	3%	101%**
Female	8%	28%	54%	8%	2%	100%
Data invalid or not provided*	18%	33%	37%	3%	9%	100%
State Total	10%	29%	52%	7%	2%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total 100% due to rounding

As illustrated in Table 12, the results of the 1999 CSAP indicate that fourth grade girls outperformed boys in Reading: 63 percent of the girls and 56 percent of the boys were proficient or above in Reading. The comparative performance of Colorado girls and boys in Reading is consistent with that of students nationally.

Student Performance in Reading by Race and Ethnicity

Table 13. Reading Performance of 4th Grade Students by Race and Ethnicity

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	10%	32%	47%	7%	4%	100%
Black	21%	39%	34%	2%	4%	100%
Hispanic	19%	41%	33%	2%	5%	100%
Native Amer./ Alaska Native	17%	37%	39%	4%	4%	101%**
White	6%	24%	59%	9%	2%	100%
Data invalid or not provided*	8%	27%	51%	9%	4%	99%**
State Total	10%	29%	52%	7%	2%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding

The 1999 CSAP results shown in Table 13 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Reading by Disabling Condition

Table 14. Reading Performance of 4th Grade Students by Disabling Condition

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	6%	28%	57%	8%	1%	100%
Signif. limited intellec. capacity	39%	12%	1%	0%	47%	99%
Emotional disability	28%	31%	22%	1%	18%	100%
Percept./communicative disability	45%	36%	13%	0%	6%	100%
Hearing disability	25%	42%	18%	1%	14%	100%
Visual disability	0%	19%	63%	0%	19%	101%**
Physical disability	29%	38%	22%	1%	10%	100%
Autism	3%	24%	7%	0%	66%	100%
Traumatic brain injury	X	X	X	X	X	X
Speech/language disability	34%	43%	16%	1%	5%	99%**
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	19%	6%	3%	0%	73%	101%**
Data invalid or not provided*	8%	27%	54%	6%	4%	99%**
State Total	10%	29%	52%	7%	2%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested fewer than 16; no summaries provided.

The results on student performance by separate disabling condition shown in Table 14 should be interpreted with caution. There was a slight discrepancy in the number of students with disabilities reported on the December 1998 Federal count and that reported on the March 1999 CSAP. This discrepancy should be taken into account when drawing inferences based on these data.

Student Performance in Reading by Test Accommodation

Table 15. Reading Performance of 4th Grade Students by Test Accommodation

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	7%	27%	56%	8%	2%	100%
Braille	28%	31%	28%	3%	9%	99%**
Large print	15%	20%	50%	0%	15%	100%
Teacher-read directions	43%	36%	14%	0%	6%	99%**
Scribe	29%	38%	31%	0%	3%	101%**
Signing of presentation or response	44%	26%	3%	0%	26%	99%**
Assistive communication device for response	X	X	X	X	X	X
Extended/modified timing/scheduling	20%	41%	34%	3%	2%	100%
Data invalid or not provided*	11%	25%	46%	6%	12%	100%
State Total	10%	29%	52%	7%	2%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.

Results of accommodated and non-accommodated assessments are shown in Table 15. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Reading by District Size

Table 16. Reading Performance of 4th Grade Students by District Size

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	5%	27%	57%	7%	3%	99%**
301-600	6%	28%	58%	6%	1%	99%**
601-1200	9%	30%	53%	6%	2%	100%
1201-6000	9%	29%	54%	6%	2%	100%
6001-24999	8%	27%	56%	8%	2%	101%**
25000 or more	11%	30%	49%	7%	3%	100%
State Total	10%	29%	52%	7%	2%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 16 indicate that, in general, student performance in Reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 300 or fewer, 301 to 600, and 6,001 to 25,000 students were proficient or advanced in Reading.

Section 2.2 District Performance Levels in Reading

While only two percent of fourth grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 13 percent within school districts. Six districts reported not testing (or invalid tests) for six to 13 percent of their fourth grade students, three to more than six times the state average.

A summary of results of the 1999 CSAP assessment of student performance in Reading for each school district is provided in Table 17 below.

District Summaries of Student Performance in Reading

Table 17. Reading Performance of 4th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	3	19	65	13	1
ADAMS ARAPAHOE	17	34	41	4	4
ADAMS COUNTY	16	41	41	1	1
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	0	42	45	13	0
ALAMOSA	11	38	48	3	2
ARCHULETA	3	37	52	3	5
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	18	32	36	14	0
ASPEN	2	9	77	10	3
AULT HIGHLAND	14	35	46	4	1
BAYFIELD	7	14	67	11	0
BENNETT	1	30	61	3	4
BETHUNE	32	53	16	0	0
BIG SANDY	14	10	62	5	10
BOULDER VALLEY	4	18	60	15	2
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	11	40	44	4	0
BRUSH	12	39	44	1	4
BUENA VISTA	6	28	57	9	0
BUFFALO	0	28	61	11	0
BURLINGTON	10	31	56	3	0
BYERS	9	38	50	0	3
CALHAN	0	40	47	9	4
CAMPO	X	X	X	X	X
CANON CITY	9	31	54	4	2
CENTENNIAL	17	50	33	0	0

CENTER	12	45	38	2	2
CHERAW	X	X	X	X	X
CHERRY CREEK	4	21	61	11	3
CHEYENNE COUN	15	27	54	4	0
CHEYENNE MOUN	2	13	67	17	0
CLEAR CREEK	4	23	65	8	0
CSD&B *	X	X	X	X	X
COLORADO SPRI	9	31	52	6	2
CUSTER COUNTY	4	29	67	0	0
COTOPAXI	4	19	54	19	4
CREEDE CONSOL	X	X	X	X	X
CRIPPLE CREEK	4	40	54	2	0
CROWLEY COUNT	15	22	48	15	0
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	7	47	41	5	0
DELTA COUNTY	7	36	49	6	3
DENVER COUNTY	22	39	29	2	8
DOLORES RE-4A	10	26	54	8	2
DOLORES COUNTY	3	23	74	0	0
DOUGLAS COUNTY	4	21	65	9	1
DURANGO	5	24	59	10	2
EADS	4	22	70	4	0
EAGLE COUNTY	5	29	59	6	1
EAST GRAND	5	22	71	2	0
EAST OTERO	11	35	48	6	1
EAST YUMA COU	10	24	55	10	0
EATON	1	21	72	6	0
EDISON	X	X	X	X	X
ELBERT	11	0	83	6	0
ELIZABETH	4	25	64	6	1
ELLICOTT	15	25	55	4	0
ENGLEWOOD	14	27	50	8	1
ESTES PARK	3	19	69	7	2
EXPEDITIONARY	4	32	52	12	0
FALCON	5	39	49	7	1
FLORENCE	19	38	37	5	1
FORT LUPTON	20	37	38	4	2
FORT MORGAN	17	36	41	5	1
FOUNTAIN	11	32	50	4	2
FOWLER	3	12	82	3	0
FRENCHMAN	X	X	X	X	X
GARFIELD RIFLE	15	30	50	3	1
GARFIELD PARA	23	40	33	2	2
GENOA HUGO	5	24	71	0	0
GILCREST	11	32	52	3	1
GILPIN COUNTY	5	30	58	5	3

GRANADA	3	40	50	3	3
GREELEY	16	32	46	5	2
GUNNISON WATE	5	27	61	6	2
HANOVER	X	X	X	X	X
HARRISON	15	41	41	2	2
HAXTUN	6	6	82	6	0
HAYDEN	7	24	65	4	0
HI PLAINS	X	X	X	X	X
HINSDALE COUN	X	X	X	X	X
HOEHNE REORGA	0	4	88	8	0
HOLLY	13	42	46	0	0
HOLYOKE	0	14	71	14	2
HUERFANO	10	22	67	2	0
IGNACIO	4	39	49	4	3
JEFFERSON COU	8	26	57	7	2
JOHNSTOWN MIL	13	22	58	7	1
JULESBURG	0	29	65	6	0
KARVAL	X	X	X	X	X
KEENESBURG	15	34	46	3	2
KIM REORGANIZED	X	X	X	X	X
KIOWA	12	39	42	6	0
KIT CARSON	0	13	69	6	13
LA VETA	0	0	67	24	10
LAKE COUNTY	1	39	51	8	1
LAMAR	10	35	49	5	1
LAS ANIMAS	11	42	42	6	0
LEWIS PALMER	3	18	66	13	1
LIMON	15	26	53	2	4
LITTLETON	4	21	62	11	2
LONE STAR	X	X	X	X	X
MANCOS	9	29	56	7	0
MANITOU SPRIN	6	25	54	12	3
MANZANOLA	6	31	56	6	0
MAPLETON	20	37	38	3	2
MC CLAVE	X	X	X	X	X
MEEKER	4	23	62	10	2
MESA COUNTY V	9	31	52	7	2
MIAMI YODER	0	27	67	6	0
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	7	28	60	3	1
MONTE VISTA	11	40	47	1	1
MONTEZUMA COR	13	39	41	3	3
MONTROSE COUNT	11	28	54	4	3
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	11	29	59	1	0
NORTH PARK	0	30	61	9	0
NORTHGLENN TH	11	35	48	3	2

NORWOOD	15	30	50	5	0
OTIS	X	X	X	X	X
OURAY	0	40	55	0	5
PARK COUNTY	9	27	59	5	0
PAWNEE	X	X	X	X	X
PEYTON	9	46	39	6	0
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLE	3	43	51	3	0
PLATTE CANYON	4	13	70	13	0
PLATTE VALLEY RE-7	14	12	63	8	3
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	4	20	62	11	3
PRAIRIE	X	X	X	X	X
PRIMERO	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	9	33	51	6	1
PUEBLO COUNTY	7	27	61	5	0
RANGELY	4	36	58	2	0
RIDGWAY	0	9	77	9	5
ROARING FORK	8	27	57	6	1
ROCKY FORD	9	35	47	6	4
SALIDA	14	30	47	5	5
SANFORD	3	38	55	0	3
SANGRE DE CRI	0	20	68	4	8
SARGENT	10	10	67	14	0
SHERIDAN	24	35	39	1	1
SIERRA GRANDE	17	43	39	0	0
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	8	37	50	5	0
SOUTH ROUTT	0	22	61	11	6
SPRINGFIELD	3	14	79	3	0
ST VRAIN VAL	8	25	55	11	1
STEAMBOAT SPR	4	13	70	12	1
STRASBURG	7	36	48	9	0
STRATTON	0	12	76	12	0
SUMMIT	7	26	58	5	5
SWINK	5	15	60	20	0
TELLURIDE	0	12	80	8	0
THOMPSON	3	22	62	11	1
TRINIDAD	20	36	42	1	2
VALLEY	3	26	60	9	3
VILAS	X	X	X	X	X
WALSH	X	X	X	X	X
WELDON VALLEY	X	X	X	X	X
WEST END	8	31	56	6	0
WEST GRAND	2	32	60	4	2

WEST YUMA COU	14	38	42	1	4
WESTMINSTER	15	41	36	3	5
WIDEFIELD	10	32	52	5	1
WIGGINS	15	27	52	6	0
WILEY	0	5	71	19	5
WINDSOR	6	24	66	4	1
WOODLAND PARK	6	24	59	9	1
WOODLIN	X	X	X	X	X
X: Number tested was fewer than 16; no summaries reported. *Colorado School for the Deaf and Blind.					

Section 2.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator or school SES. Six levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch
Level 2: 26-50% receiving free or reduced-cost lunch
Level 3: 51-75% receiving free or reduced-cost lunch
Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 18A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%

Table 18A. Reading Performance of all 4th Grade Students in School at SES Level 1 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	5%	22%	61%	10%	2%	100%

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%

Table 18B. Reading Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	9%	30%	53%	6%	2%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%

Table 18C. Reading Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	16%	37%	40%	3%	3%	99%**
** Does not total 100% due to rounding.						

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%

Table 18D. Reading Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	25%	42%	24%	1%	8%	100%

Part 3

Student Performance in Writing

Grade 4

CSAP Spring 1999

Section 3.1. Performance of 4th Grade Students Statewide in Writing

Number of Students Assessed

Of the 53,387 Colorado fourth grade students, 50,196 students completed the assessment in Writing during the spring 1999 CSAP. Six percent, or 3,191 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Writing due to the severity of a disability.

Table 19. Student Assessment Status in 4th Grade Writing
CSAP Spring 1999

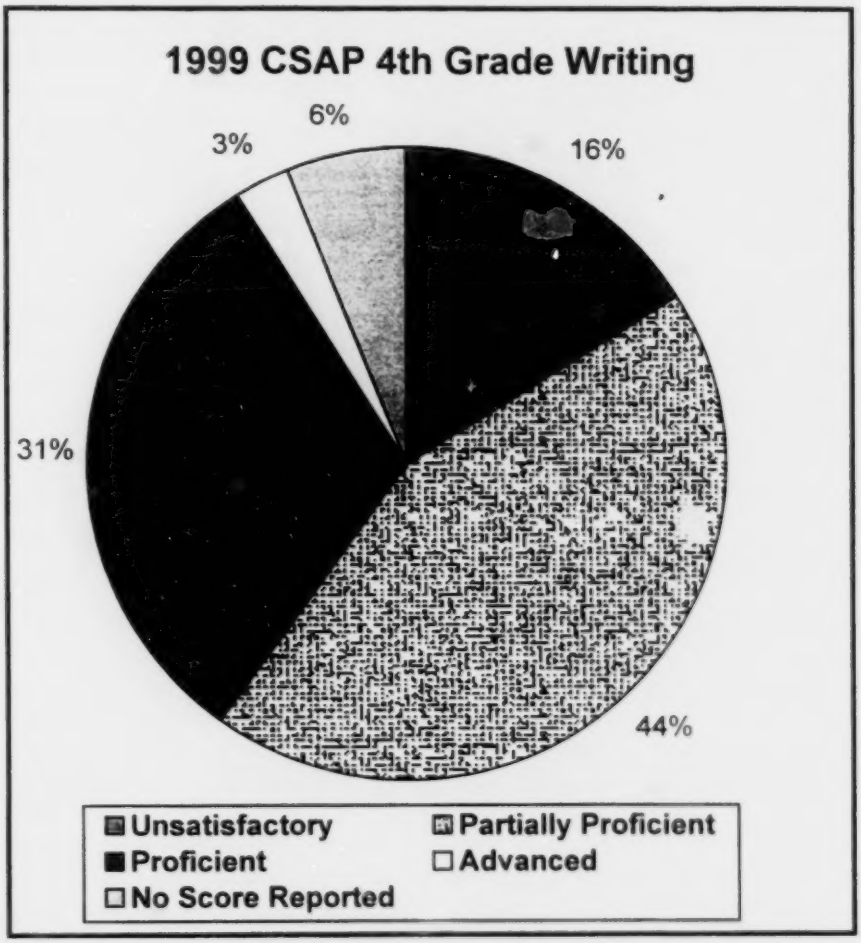
Student Assessment Status	Number	Percent
Students completing the assessment	50196	94.0%
Test incomplete or invalid	2411	4.5%
Not tested: Not literate in English or Spanish	203	.4%
Not tested: Working on individualized standards	537	1.0%
Not tested: Parental/Guardian refusal	40	.1%
State Total	53387	100.0%

The remainder of this section presents the results of the 1999 student performance in Writing for the State as a whole. The following figure and tables are presented in this section:

Figure 3. Writing Performance of All 4th Grade Students: CSAP Spring 1999
Table 20. Writing Performance of All 4th Grade Students: CSAP Spring 1999
Table 21. Writing Performance of 4th Grade Students by Gender: CSAP Spring 1999
Table 22. Writing Performance of 4th Grade Students by Race and Ethnicity: CSAP Spring 1999
Table 23. Writing Performance of 4th Grade Students by Disabling Condition: CSAP Spring 1999
Table 24. Writing Performance of 4th Grade Students by Test Accommodation: CSAP Spring 1999
Table 25. Writing Performance of 4th Grade Students by District Size: CSAP Spring 1999

Performance of Students Statewide in Writing

Figure 3. Writing Performance of All 4th Grade Students CSAP Spring 1999



Four proficiency levels for describing the performance of students on the CSAP Reading and Writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on October 3, 1997. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading assessment is provided in Appendix A.

Table 20. Writing Performance of All 4th Grade Students

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	16%	44%	31%	3%	6%	100%

Table 20 indicates that in 1999, only 34 percent of Colorado fourth grade students were considered proficient or advanced in Writing, while the performance of 16 percent and 44 percent was deemed unsatisfactory or partially proficient, respectively. To be classified as proficient, a student was considered as meeting the State Model Content Standards for Writing. The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Writing. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only six percent of fourth grade students did not participate in the 1999 CSAP assessment of Writing.

Student Performance in Writing by Gender

Table 21. Writing Performance of 4th Grade Students by Gender

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not tested	
Male	19%	47%	26%	2%	7%	101%**
Female	12%	41%	37%	5%	5%	100%
Data invalid or not provided*	29%	36%	19%	1%	14%	99%**
State Total	16%	44%	31%	3%	6%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total to 100% due to rounding.

As illustrated in Table 21 the results of the 1998 CSAP indicate that fourth grade girls outperformed boys in Writing: 42 percent of the girls and 30 percent of the boys were proficient or above in Writing. The comparative performance of Colorado girls and boys in Writing is consistent with that of students nationally.

Student Performance in Writing by Race and Ethnicity

Table 22. Writing Performance of 4th Grade Students by Race and Ethnicity

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not tested	
Asian or Pacific Islander	16%	41%	30%	5%	8%	100%
Black	29%	44%	17%	1%	9%	100%
Hispanic	29%	46%	15%	1%	9%	100%
Native Amer./ Alaska Native	25%	46%	18%	1%	10%	100%
White	11%	44%	37%	4%	5%	101%**
Data invalid or not provided*	12%	42%	30%	3%	13%	100%
State Total	16%	44%	31%	3%	6%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.
**Does not total to 100% due to the rounding.

The 1999 CSAP results shown in Table 22 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Writing by Disabling Condition

Table 23. Writing Performance of 4th Grade Students by Disabling Condition

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	12%	46%	35%	3%	5%	101%**
Signif. limited intellec. capacity	40%	6%	1%	0%	54%	101%**
Emotional disability	39%	31%	8%	0%	23%	101%**
Percept./communi-cative disability	57%	30%	2%	0%	11%	100%
Hearing disability	40%	29%	9%	2%	20%	100%
Visual disability	13%	63%	13%	0%	13%	102%**
Physical disability	40%	38%	6%	0%	15%	99%**
Autism	17%	14%	0%	0%	69%	100%
Traumatic brain injury	X	X	X	X	X	X
Speech/language disability	47%	37%	6%	0%	9%	99%**
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	18%	5%	1%	0%	76%	100%
Data invalid or not provided*	15%	42%	30%	2%	10%	99%**
State Total	16%	44%	31%	3%	6%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to the rounding.
X: Number tested was fewer than 16; no summaries reported

The results on student performance by separate disabling condition shown in Table 23 should be interpreted with caution. There was a slight discrepancy in the number of students with disabilities reported on the December 1998 Federal count and that reported on the March 1999 CSAP. This discrepancy should be taken into account when drawing inferences based on these data.

Student Performance in Writing by Test Accommodation

Table 24. Writing Performance of 4th Grade Students by Test Accommodation

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not tested	
No accommodation	13%	45%	34%	3%	6%	101%**
Braille	X	X	X	X	x	X
Large print	25%	44%	25%	0%	6%	100%
Teacher-read directions	52%	33%	4%	0%	11%	100%
Scribe	39%	37%	14%	0%	10%	100%
Signing of presentation or response	62%	3%	6%	0%	29%	100%
Assistive communication device for response	28%	33%	11%	6%	22%	100%
Extended/modified timing/scheduling	35%	43%	15%	2%	6%	101%**
Data invalid or not provided*	20%	38%	25%	2%	16%	101%**
State Total	16%	44%	31%	3%	6%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Writing. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Writing. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.

On the other hand, reading the Writing test to the student is allowed because that accommodation does not change the constructs being measured in the same way that reading the Reading test does.

Results of accommodated and non-accommodated assessments are shown in Table 24 above. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Writing by District Size

Table 25. Writing Performance of 4th Grade Students by District Size

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	11%	49%	30%	4%	6%	100%
301-600	14%	48%	33%	2%	3%	100%
601-1200	18%	49%	28%	2%	4%	101%**
1201-6000	17%	47%	30%	2%	5%	101%**
6001-24999	13%	43%	35%	4%	5%	100%
25000 or more	18%	43%	29%	3%	8%	101%**
State Total	16%	44%	31%	3%	6%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 25 indicate that, in general, student performance in Writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,001 to 25,000 students were proficient or advanced in Writing.

Section 3.2. District Performance Levels in Writing

While only six percent of fourth grade students, on average, were not tested or had invalid tests in Writing, this percentage ranged from zero percent to 14 percent within school districts. Forty districts reported not testing (or invalid tests) for six to 20 percent of their fourth grade students, one to over three times the state average.

A summary of results of the 1999 CSAP assessment of student performance in Writing for each school district is provided in Table 26 below.

District Summaries of Student Performance in Writing

Table 26. Writing Performance of 4th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	7	39	45	5	4
ADAMS ARAPAHOE	25	47	19	1	9
ADAMS COUNTY	24	54	18	1	3
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	13	32	42	6	6
ALAMOSA	29	43	21	1	6
ARCHULETA	15	55	22	2	6
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	27	50	14	5	5
ASPEN	4	38	50	3	6
AULT HIGHLAND	16	47	31	0	5
BAYFIELD	10	34	47	6	3
BENNETT	9	54	33	1	3
BETHUNE	42	53	5	0	0
BIG SANDY	14	29	43	5	10
BOULDER VALLEY	9	41	42	4	4
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	22	55	20	1	2
BRUSH	33	48	10	1	8
BUENA VISTA	10	57	28	3	1
BUFFALO	0	44	56	0	0
BURLINGTON	16	60	23	0	2
BYERS	9	53	31	0	6
CALHAN	18	42	36	2	2
CAMPO	X	X	X	X	X
CANON CITY	18	48	27	1	6
CENTENNIAL	38	38	19	0	5

CENTER	26	43	26	2	2
CHERAW	X	X	X	X	X
CHERRY CREEK	7	39	42	7	5
CHEYENNE	19	62	19	0	0
CHEYENNE MTN	5	34	52	6	2
CLEAR CREEK	5	53	35	4	2
CSD&B *	X	X	X	X	X
COLORADO SPRINGS	16	47	29	2	7
CUSTER COUNTY	8	58	25	0	8
COTOPAXI	19	38	35	4	4
CREEDE L	X	X	X	X	X
CRIPPLE CREEK	14	50	28	2	6
CROWLEY	28	30	39	2	0
DE BEQUE	X	X	X	X	X
DEER TRAIL	X	X	X	X	X
DEL NORTE	26	55	12	2	5
DELTA COUNTY	17	48	28	2	5
DENVER COUNTY	31	39	15	1	14
DOLORES RE-4A	21	49	26	0	3
DOLORES COUNTY	10	52	39	0	0
DOUGLAS	7	40	43	6	4
DURANGO	13	41	37	2	6
EADS	9	57	30	4	0
EAGLE COUNTY	11	52	31	3	4
EAST GRAND	5	38	50	3	3
EAST OTERO	16	46	27	2	8
EAST YUMA	19	34	43	3	0
EATON	5	49	39	5	2
EDISON	X	X	X	X	X
ELBERT	11	56	33	0	0
ELIZABETH	9	49	37	2	3
ELLICOTT	27	49	21	1	1
ENGLEWOOD	21	47	27	2	3
ESTES PARK	5	41	47	3	3
EXPEDITIONARY	12	40	32	4	12
FALCON	12	55	26	2	5
FLORENCE	30	51	16	2	1
FORT LUPTON	30	52	13	1	5
FORT MORGAN	24	43	20	1	12
FOUNTAIN	17	45	29	2	6
FOWLER	3	55	36	3	3
FRENCHMAN	X	X	X	X	X
GARFIELD RIFLE	22	50	22	1	6
GARFIELD PARA	30	49	9	0	12
GENOA HUGO	5	76	19	0	0
GILCREST	18	57	22	1	3
GILPIN COUNTY	8	55	33	0	5

GRANADA	13	60	23	0	3
GREELEY	22	45	28	1	4
GUNNISON WATE	10	53	30	4	3
HANOVER	X	X	X	X	X
HARRISON	23	49	22	2	4
HAXTUN	0	41	53	6	0
HAYDEN	15	54	24	2	4
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE	0	29	58	13	0
HOLLY	13	63	25	0	0
HOLYOKE	4	53	37	6	0
HUERFANO	19	56	24	0	2
IGNACIO	22	46	22	0	9
JEFFERSON	13	44	34	3	5
JOHNSTOWN	14	43	37	3	2
JULESBURG	12	59	29	0	0
KARVAL	X	X	X	X	X
KEENESBURG	18	57	18	2	5
KIM	X	X	X	X	X
KIOWA	21	45	24	0	9
KIT CARSON	6	31	50	6	6
LA VETA	0	29	62	0	10
LAKE	15	56	26	1	1
LAMAR	28	45	19	4	4
LAS ANIMAS	17	66	15	2	0
LEWIS PALMER	8	37	48	5	1
LIMON	11	47	32	0	9
LITTLETON	9	42	42	4	3
LONE STAR	X	X	X	X	X
MANCOS	18	38	42	0	2
MANITOU SPRINGS	12	37	46	2	2
MANZANOLA	13	44	31	6	6
MAPLETON	28	45	22	1	4
MC CLAVE	X	X	X	X	X
MEEKER	6	38	48	4	4
MESA COUNTY	17	48	28	2	4
MIAMI YODER	6	58	30	3	3
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	17	57	23	0	2
MONTE VISTA	22	49	25	1	3
MONTEZUMA	26	40	21	3	9
MONTROSE	19	51	25	1	4
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	23	51	26	0	0
NORTH PARK	9	61	30	0	0
NORTHGLENN	19	44	28	4	6

NORWOOD	15	50	15	0	20
OTIS	X	X	X	X	X
OURAY	10	75	10	0	5
PARK COUNTY	18	50	30	2	0
PAWNEE	X	X	X	X	X
PEYTON	24	57	17	0	2
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	17	51	31	0	0
PLATTE CANYON	5	33	53	7	2
PLATTE VALLEY RE-7	18	36	41	3	3
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	7	37	44	6	7
PRAIRIE	X	X	X	X	X
PRIMERO	X	X	X	X	X
PRITCHETT	X	X	X	X	X
PUEBLO CITY	17	50	29	3	2
PUEBLO COUNTY	13	46	37	1	4
RANGELY	20	53	24	0	2
RIDGWAY	0	64	32	5	0
ROARING FORK	14	49	22	1	14
ROCKY FORD	17	49	25	4	5
SALIDA	19	43	28	2	8
SANFORD	17	55	21	0	7
SANGRE DE CRI STO	0	52	40	0	8
SARGENT	10	38	43	5	5
SHERIDAN	35	47	15	0	3
SIERRA GRANDE	30	52	13	0	4
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	24	58	13	5	0
SOUTH ROUTT	0	56	42	0	3
SPRINGFIELD	7	59	31	3	0
ST VRAIN VALLEY	13	41	38	3	5
STEAMBOAT SPRING	8	38	48	4	2
STRASBURG	16	45	39	0	0
STRATTON	6	24	71	0	0
SUMMIT	13	42	36	3	6
SWINK	10	30	55	5	0
TELLURIDE	4	36	60	0	0
THOMPSON	7	41	44	5	3
TRINIDAD	25	48	20	0	7
VALLEY	7	40	44	3	5
VILAS	X	X	X	X	X
WALSH	X	X	X	X	X
WELDON VALLEY	X	X	X	X	X
WEST END	14	44	33	6	3
WEST GRAND	13	55	26	0	6

WEST YUMA	25	56	14	1	4
WESTMINSTER	24	46	18	1	10
WIDEFIELD	14	49	30	2	5
WIGGINS	25	46	29	0	0
WILEY	0	48	43	0	10
WINDSOR	13	46	37	2	3
WOODLAND PARK	13	45	34	1	8
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported.
*Colorado School for the Deaf and Blind

Section 3.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator of school SES. Four levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch
Level 2: 26-50% receiving free or reduced-cost lunch
Level 3: 51-75% receiving free or reduced-cost lunch
Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 27A-D Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%

Table 27A. Writing Performance of all 4th Grade Students In Schools at SES Level 1 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	9%	42%	40%	4%	4%	99%**
**Does not total 100% due to rounding.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%

Table 27B. Writing Performance of all 4th Grade Students In Schools at SES Level 2 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	15%	47%	30%	2%	6%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%

Table 27C. Writing Performance of all 4th Grade Students In Schools at SES Level 3 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	26%	47%	19%	1%	7%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%

Table 27D. Writing Performance of all 4th Grade Students In Schools at SES Level 4 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	36%	39%	10%	1%	15%	101%**
** Does not total 100% due to rounding						

Part 4

Student Performance in Reading
Grade 7

CSAP Spring 1999

Section 4.1. Performance of 7th Grade Students Statewide in Reading

Number of Students Assessed

Of the 54,070 Colorado seventh grade students, 51,998 students completed the assessment in Reading during the Spring 1999 CSAP. Four percent, or 2,072 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English to take the assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Reading due to the severity of a disability.

Table 28. Student Assessment Status in 7th Grade Reading CSAP Spring 1999

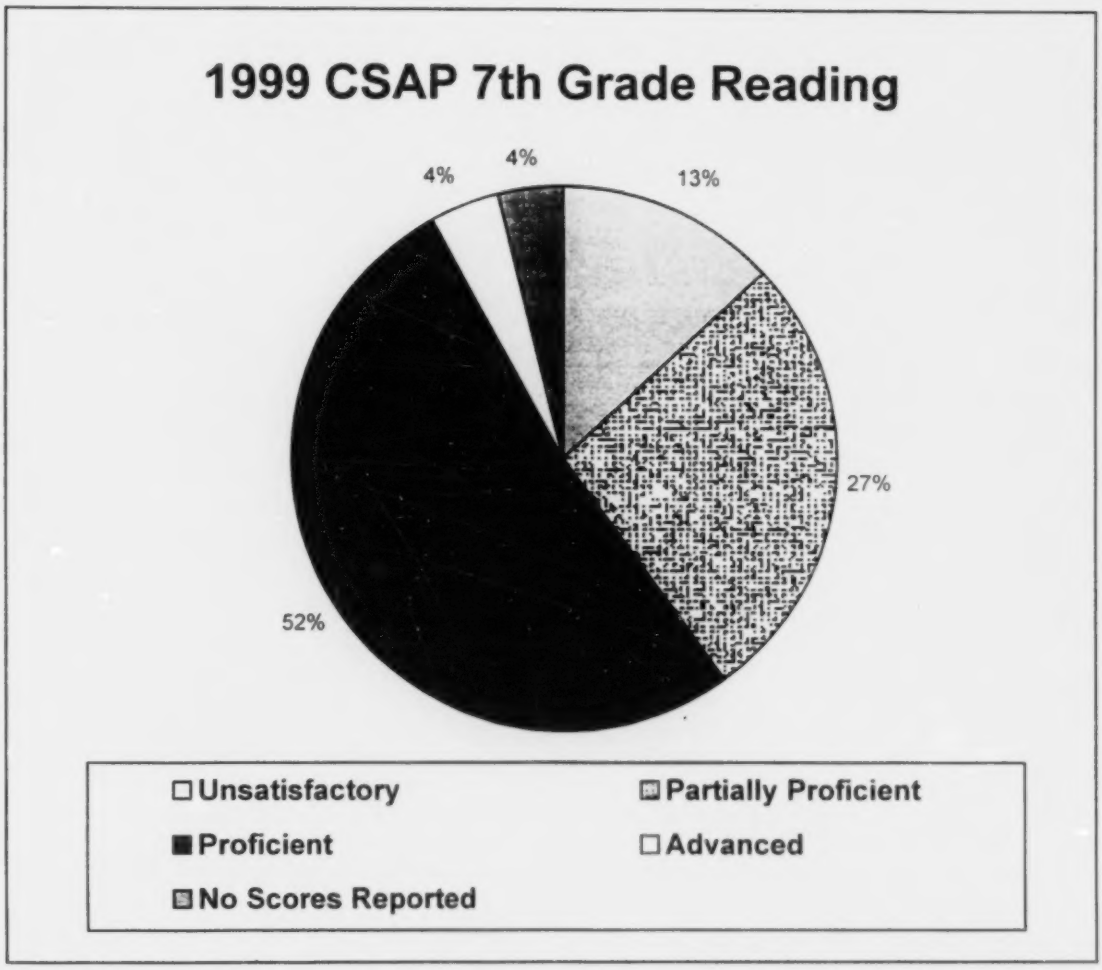
Student Assessment Status	Number	Percent
Students completing the assessment	51998	96.2%
Test incomplete or invalid	1038	1.9%
Not tested: Not literate in English or Spanish	461	.9%
Not tested: Working on individualized standards	524	1.0%
Not tested: Parental/Guardian refusal	49	.1%
State Total	54070	100.1%**
** Does Not Total 100% Due To Rounding		

The remainder of this section presents the results of the 1999 student performance in Reading for the State as a whole. The following figure and tables are presented in this section:

Figure 4. Reading Performance of All 7th Grade Students: CSAP Spring 1999
Table 29. Reading Performance of All 7th Grade Students: CSAP Spring 1999
Table 30. Reading Performance of 7th Grade Students by Gender: CSAP Spring 1999
Table 31. Reading Performance of 7th Grade Students by Race and Ethnicity: CSAP Spring 1999
Table 32. Reading Performance of 7th Grade Students by Disabling Condition: CSAP Spring 1999
Table 33. Reading Performance of 7th Grade Students by Test Accommodation: CSAP Spring 1999
Table 34. Reading Performance of 7th Grade Students by District Size: CSAP Spring 1999

Performance of Students Statewide in Reading

Figure 4. Reading Performance of All 7th Grade Students CSAP Spring 1999



Four proficiency levels for describing the performance of students on the seventh grade CSAP Reading and Writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on September 9, 1999. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading assessment is provided in Appendix A.

Table 29. Reading Performance of All 7th Grade Students

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	13%	27%	52%	4%	4%	100%

Table 29 indicates that in 1999, 56 percent of Colorado seventh grade students were considered proficient or advanced in Reading, while the performance of 13 percent and 27 percent was deemed unsatisfactory or partially proficient, respectively. A student classified as proficient was considered to have met the State Model Content Standards for Reading.

The final category reported, "Not tested," represents students who were not tested due to inadequate literacy in either English or Spanish, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Reading. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only four pe ent of seventh grade students did not participate in the 1999 CSAP assessment of Reading.

Student Performance in Reading by Gender

Table 30. Reading Performance of 7th Grade Students by Gender

Gender	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	16%	29%	48%	3%	4%	100%
Female	10%	25%	57%	5%	3%	100%
Data invalid or not provided*	17%	31%	39%	2%	11%	100%
State Total	13%	27%	52%	4%	4%	100%
*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.						

As illustrated in Table 30 the results of the 1999 CSAP indicate that seventh grade girls out-performed boys in Reading: 62 percent of the girls and 51 percent of the boys were proficient or above in Reading. The comparative performance of Colorado girls and boys in Reading is consistent with that of students nationally.

Student Performance in Reading by Race and Ethnicity

Table 31. Reading Performance of 7th Grade Students by Race and Ethnicity

Race/Ethnicity	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	14%	26%	50%	4%	5%	99%**
Black	25%	36%	32%	1%	6%	100%
Hispanic	26%	35%	29%	1%	9%	100%
Native Amer./ Alaska Native	20%	31%	43%	1%	4%	99%**
White	9%	24%	60%	5%	2%	100%
Data invalid or not provided*	9%	25%	56%	4%	6%	100%
State Total	13%	27%	52%	4%	4%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.
**Does not total to 100% due to the rounding.

The 1999 CSAP results shown in Table 31 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Reading by Disabling Condition

Table 32. Reading Performance of 7th Grade Students by Disabling Condition

Disabling Condition	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	9%	27%	57%	4%	3%	100%
Signif. limited intellec. capacity	44%	6%	2%	0%	48%	100%
Emotional disability	36%	29%	18%	0%	17%	100%
Percept./communi cative disability	53%	30%	10%	0%	8%	101%**
Hearing disability	38%	27%	17%	1%	16%	99%**
Visual disability	24%	12%	60%	0%	4%	100%
Physical disability	40%	31%	17%	1%	10%	99%**
Autism	13%	13%	13%	0%	63%	102%**
Traumatic brain injury	50%	5%	15%	0%	30%	100%
Speech/language disability	56%	31%	9%	1%	5%	102%**
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	23%	5%	4%	1%	68%	101%**
Data invalid or not provided*	11%	27%	48%	4%	10%	100%
State Total	13%	27%	52%	4%	4%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to the rounding.
X: Number tested was fewer than 16; no summaries reported

The results on student performance by separate disabling condition shown in Table 32 should be interpreted with caution. There was a slight discrepancy in the number of students with disabilities reported on the December 1998 Federal count and that reported on the March 1999 CSAP. This discrepancy should be taken into account when drawing inferences based on these data.

Student Performance in Reading by Test Accommodation

Table 33. Reading Performance of 7th Grade Students by Test Accommodation

Test Accommodation	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	11%	27%	54%	4%	4%	100%
Braille	6%	24%	62%	0%	9%	101%**
Large print	21%	25%	50%	4%	0%	100%
Teacher-read directions	61%	25%	7%	0%	6%	99%**
Scribe	41%	25%	30%	0%	4%	100%
Signing of presentation or response	50%	21%	8%	4%	17%	100%
Assistive communication device for response	X	X	X	X	X	X
Extended/ modified timing/scheduling	42%	31%	22%	1%	5%	101%**
Data invalid or not provided*	10%	25%	55%	4%	6%	100%
State Total	13%	27%	52%	4%	4%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16; no summaries reported

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Reading. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Reading. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One

accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.

Student Performance in Reading by District Size

Table 34. Reading Performance of 7th Grade Students by District Size

District Enrollment	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	11%	28%	54%	4%	4%	101%**
301-600	11%	28%	56%	3%	2%	100%
601-1200	14%	33%	48%	3%	2%	100%
1201-6000	14%	29%	52%	3%	2%	100%
6001-24999	12%	25%	56%	5%	3%	101%**
25000 or more	14%	27%	50%	3%	5%	99%**
State Total	13%	27%	52%	4%	4%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 34 indicate that, in general, student performance in Reading does not vary substantially by size of school district, indicated by total district enrollment except, that overall, slightly more students in districts enrolling 6,001 to 25,000 students were proficient or advanced in Reading and slightly fewer students in districts enrolling 601 to 1,200 students were proficient or advanced in Reading.

Section 4.2. District Performance Levels in Reading

While only four percent of seventh grade students, on average, were not tested or had invalid tests in Reading, this percentage ranged from zero percent to 23 percent within school districts. Ten districts reported not testing (or invalid tests) for six to 23 percent of their seventh grade students, one-and-a-half to over five times the state average.

A summary of results of the 1999 CSAP assessment of student performance in Reading for each school district is provided in Table 35 below.

District Summaries of Student Performance in Reading

Table 35. Reading Performance of 7th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	5	18	67	9	1
ADAMS ARAPAHOE	21	32	40	2	6
ADAMS COUNTY	38	36	24	1	2
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	10	27	59	5	0
ALAMOSA	16	31	47	2	4
ARCHULETA	10	36	42	1	11
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	3	10	75	8	4
AULT HIGHLAND	6	33	56	2	3
BAYFIELD	4	33	59	3	1
BENNETT	5	35	57	3	0
BETHUNE	X	X	X	X	X
BIG SANDY	24	21	56	0	0
BOULDER VALLEY	7	20	64	7	2
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	22	35	40	1	2
BRUSH	19	26	51	2	2
BUENA VISTA	10	27	59	1	3
BUFFALO	11	26	58	5	0
BURLINGTON	18	42	37	2	2
BYERS	11	31	53	6	0
CALHAN	11	39	50	0	0
CAMPO	X	X	X	X	X
CANON CITY	9	31	56	3	1
CENTENNIAL	43	22	26	4	4
CENTER	27	38	12	0	23
CHERAW	X	X	X	X	X
CHERRY CREEK	7	23	63	5	2

CHEYENNE	11	21	68	0	0
CHEYENNE MTN	4	15	66	14	0
CLEAR CREEK	10	29	55	5	1
CSD&B *	X	X	X	X	X
COLORADO SPRINGS	15	29	50	2	5
CUSTER COUNTY	9	38	47	6	0
COTOPAXI	8	25	53	14	0
CREEDE	X	X	X	X	X
CRIPPLE CREEK	7	33	57	4	0
CROWLEY	9	35	51	4	2
DE BEQUE	15	20	60	5	0
DEER TRAIL	X	X	X	X	X
DEL NORTE	25	32	42	0	2
DELTA COUNTY	14	27	54	3	2
DENVER COUNTY	25	31	29	1	14
DOLORES RE-4A	17	21	53	6	4
DOLORES County	0	22	78	0	0
DOUGLAS	5	18	68	8	1
DURANGO	6	21	63	6	4
EADS	0	27	65	4	4
EAGLE COUNTY	17	28	52	2	2
EAST GRAND	7	28	64	1	0
EAST OTERO	25	32	39	1	2
EAST YUMA	12	24	57	6	0
EATON	11	21	64	2	1
EDISON	X	X	X	X	X
ELBERT	X	X	X	X	X
ELIZABETH	7	23	66	3	1
ELLICOTT	22	34	43	0	0
ENGLEWOOD	15	34	48	3	0
ESTES PARK	6	19	69	3	3
EXPEDITIONARY	7	29	61	4	0
FALCON	8	35	53	3	1
FLORENCE	19	30	47	3	1
FORT LUPTON	15	34	40	1	10
FORT MORGAN	23	40	35	0	2
FOUNTAIN	15	35	44	1	5
FOWLER	8	33	54	4	0
FRENCHMAN	X	X	X	X	X
GARFIELD RIFLE	11	27	56	4	2
GARFIELD PARA	16	48	34	0	2
GENOA HUGO	21	26	53	0	0
GILCREST	12	41	43	2	2
GILPIN COUNTY	14	29	57	0	0
GRANADA	19	62	19	0	0
GREELEY	18	27	48	5	3
GUNNISON WATE	7	26	63	4	1

HANOVER	X	X	X	X	X
HARRISON	20	34	42	1	4
HAXTUN	15	35	50	0	0
HAYDEN	0	16	84	0	0
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE	0	33	58	9	0
HOLLY	9	49	40	0	3
HOLYOKE	8	26	58	8	0
HUERFANO	15	41	38	6	0
IGNACIO	18	34	44	1	2
JEFFERSON	10	26	58	4	2
JOHNSTOWN	19	35	41	2	4
JULESBURG	6	6	81	6	0
KARVAL	X	X	X	X	X
KEENESBURG	14	31	51	2	2
KIM	X	X	X	X	X
KIOWA	0	36	64	0	0
KIT CARSON	X	X	X	X	X
LA VETA	6	18	65	12	0
LAKE	16	34	35	2	13
LAMAR	21	36	39	1	4
LAS ANIMAS	26	26	44	2	2
LEWIS PALMER	5	21	67	5	2
LIMON	18	29	47	6	0
LITTLETON	5	22	62	7	3
LONE STAR	X	X	X	X	X
MANCOS	17	30	49	2	2
MANITOU SPRINGS	8	28	59	2	3
MANZANOLA	18	41	41	0	0
MAPLETON	28	40	28	1	3
MC CLAVE	0	30	59	4	7
MEEKER	6	30	58	4	2
MESA COUNTY	11	28	56	3	3
MIAMI YODER	30	37	33	0	0
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	16	34	48	0	1
MONTE VISTA	17	52	25	2	4
MONTEZUMA	18	31	45	2	4
MONTROSE	17	21	54	4	4
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	16	36	46	2	0
NORTH PARK	25	22	50	3	0
NORTHGLENN	14	32	49	2	3
NORWOOD	14	23	64	0	0
OTIS	13	31	50	6	0
OURAY	X	X	X	X	X

PARK COUNTY	4	30	64	0	2
PAWNEE	X	X	X	X	X
PEYTON	3	29	55	2	10
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	13	28	53	3	3
PLATTE CANYON	3	23	64	8	2
PLATTE VALLEY RE-7	19	25	53	3	1
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	8	23	59	6	4
PRAIRIE	X	X	X	X	X
PRIMERO	0	19	81	0	0
PRITCHETT	X	X	X	X	X
PUEBLO CITY	19	32	42	2	5
PUEBLO COUNTY	9	29	57	3	1
RANGELY	8	39	49	4	0
RIDGWAY	0	29	59	0	12
ROARING FORK	14	24	57	3	2
ROCKY FORD	22	40	30	2	4
SALIDA	12	14	68	6	0
SANFORD	14	33	50	3	0
SANGRE DE CRI STO	11	15	63	7	4
SARGENT	3	34	62	0	0
SHERIDAN	23	37	37	2	2
SIERRA GRANDE	28	36	32	0	4
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	24	47	26	0	3
SOUTH ROUTT	3	34	63	0	0
SPRINGFIELD	7	37	48	7	0
ST VRAIN VALLEY	12	25	54	5	4
STEAMBOAT SPRING	3	17	73	6	1
STRASBURG	3	28	64	6	0
STRATTON	0	33	67	0	0
SUMMIT	13	17	63	6	1
SWINK	5	19	67	10	0
TELLURIDE	0	10	75	13	3
THOMPSON	9	22	59	6	4
TRINIDAD	17	35	42	4	2
VALLEY	16	19	61	2	3
VILAS	X	X	X	X	X
WALSH	9	26	48	17	0
WELDON VALLEY	X	X	X	X	X
WEST END	18	20	55	0	8
WEST GRAND	9	32	53	6	0
WEST YUMA	12	28	58	0	2
WESTMINSTER	18	34	42	1	4
WIDEFIELD	15	30	51	2	3

WIGGINS	26	16	53	0	5
WILEY	17	28	52	3	0
WINDSOR	11	21	60	8	0
WOODLAND PARK	13	30	54	2	1
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16; no summaries reported
*Colorado School for the Deaf and Blind

Section 4.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator of school SES. Four levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch
Level 2: 26-50% receiving free or reduced-cost lunch
Level 3: 51-75% receiving free or reduced-cost lunch
Level 4: 76-100% receiving free or reduced-cost lunch

Reading Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 36A-D. Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%

Table 36A. Reading Performance of all 7th Grade Students in Schools at SES Level 1 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	8%	23%	61%	5%	2%	99%**
**Does not total 100% due to rounding.						

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%

Table 36B. Reading Performance of all 7th Grade Students in Schools at SES Level 2 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	14%	30%	51%	3%	3%	101%**
** Does not total 100% due to rounding						

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%

Table 36C. Reading Performance of all 7th Grade Students In Schools at SES Level 3 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	22%	35%	36%	1%	6%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%

Table 36D. Reading Performance of all 7th Grade Students In Schools at SES Level 4 CSAP Spring 1999

State	Reading Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	31%	33%	21%	1%	14%	100%

Part 5

Student Performance in Writing

Grade 7

CSAP Spring 1999

Section 5.1. Performance of 7th Grade Students Statewide in Writing

Number of Students Assessed

Of the 54,070 Colorado seventh grade students, 49,877 students completed the assessment in Writing during the spring 1999 CSAP. Eight percent, or 4,193 students, were not tested because they: (1) did not complete all testing sessions, shared answers, or made no attempt to respond to the test; (2) were not sufficiently literate in English or Spanish to take either assessment; (3) had a documented parental/guardian refusal; or (4) were working on individual standards rather than on the district-adopted standards for Writing due to the severity of a disability.

Table 37. Student Assessment Status in 7th Grade Writing CSAP Spring 1999

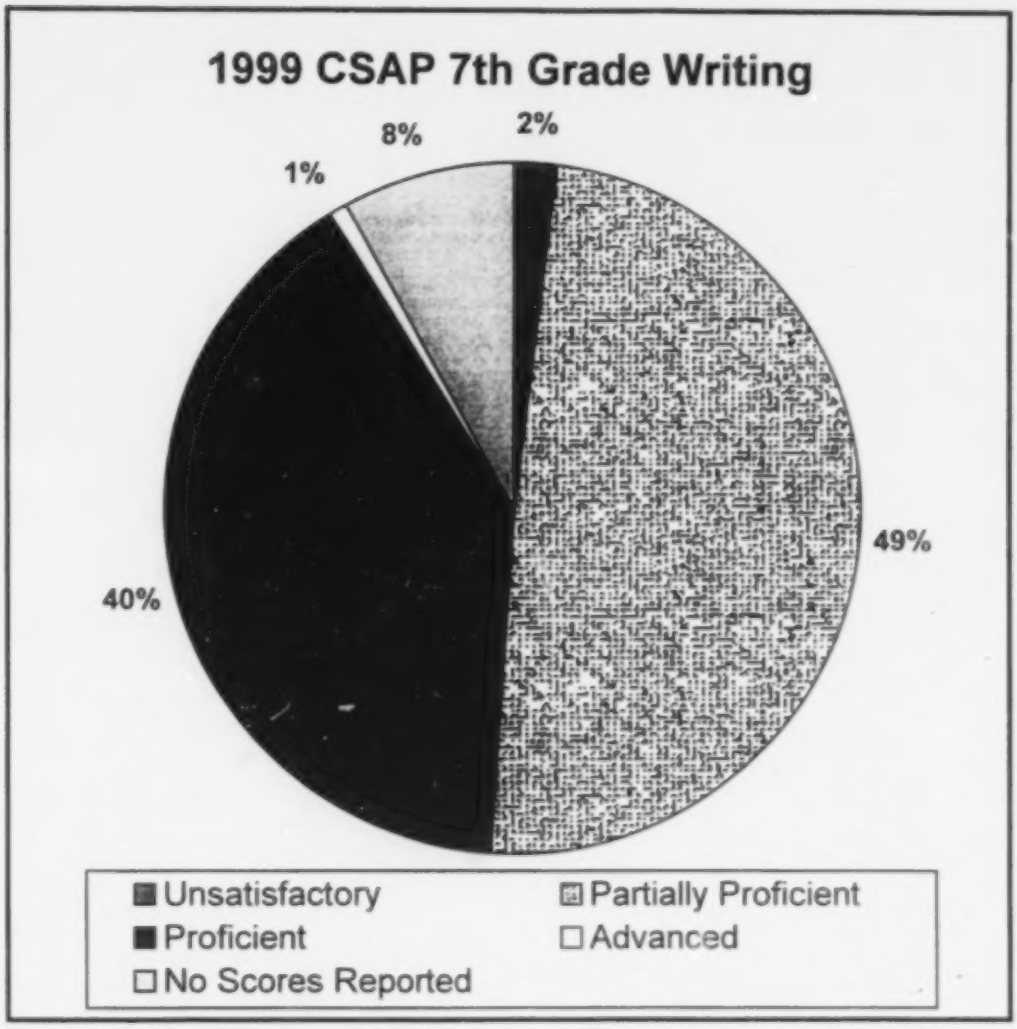
Student Assessment Status	Number	Percent
Students completing the assessment	49877	92.2%
Test incomplete or invalid	3159	5.8%
Not tested: Not literate in English or Spanish	461	.9%
Not tested: Working on individualized standards	524	1.0%
Not tested: Parental/Guardian refusal	49	.1%
State Total	54070	100.0%

The remainder of this section presents the results of the 1999 student performance in Writing for the State as a whole. The following figure and tables are presented in this section:

Figure 5. Writing Performance of All 7th Grade Students: CSAP Spring 1999
Table 38. Writing Performance of All 7th Grade Students: CSAP Spring 1999
Table 39. Writing Performance of 7th Grade Students by Gender: CSAP Spring 1999
Table 40. Writing Performance of 7th Grade Students by Race and Ethnicity: CSAP Spring 1999
Table 41. Writing Performance of 7th Grade Students by Disabling Condition: CSAP Spring 1999
Table 42. Writing Performance of 7th Grade Students by Test Accommodation: CSAP Spring 1999
Table 43. Writing Performance of 7th Grade Students by District Size: CSAP Spring 1999

Performance of Students Statewide in Writing

Figure 5. Writing Performance of All 7th Grade Students CSAP Spring 1999



Four proficiency levels for describing the performance of students on the seventh grade CSAP Reading and Writing assessments were recommended by the Standards and Assessment Development and Implementation (SADI) Council to the State Board of Education and were adopted on September 9, 1999. A detailed description of the types of knowledge and skills that must be demonstrated for each performance level on the CSAP Reading assessment is provided in Appendix A.

Table 38. Writing Performance of All 7th Grade Students

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	2%	49%	40%	1%	8%	100%

Table 38 indicates that in 1999, only 41 percent of Colorado seventh grade students were considered proficient or advanced in Writing, while the performance of 2 percent and 49 percent was deemed unsatisfactory or partially proficient, respectively. A student classified as proficient was considered to have met the State Model Content Standards for Writing.

The final category reported, "Not Tested," represents students who were not tested due to inadequate literacy in English, parental refusal, or to the severity of a disability that had resulted in the student working on individual standards rather than on the district-adopted standards for Writing. Students who did not complete all testing sessions or whose tests were invalid (e.g., student shared answers, made no attempt to respond to the test) also are contained in this category. It was the intent of the Colorado Department of Education that as many students as possible participate in the assessment. (Accommodations for students' disabilities were allowed in order to increase participation; these are discussed later in this section.) As a result, only eight percent of seventh grade students did not participate in the 1999 CSAP assessment of Writing.

Student Performance in Writing by Gender

Table 39. Writing Performance of 7th Grade Students by Gender

Gender	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Male	3%	53%	35%	0%	9%	100%
Female	1%	46%	46%	1%	7%	101%**
Data invalid or not provided*	4%	53%	28%	0%	15%	100%
State Total	2%	49%	40%	1%	8%	100%

*Data on student's gender was invalid (e.g., more than one category marked) or was not provided.
**Does not total to 100% due to rounding.

As illustrated in Table 39 the results of the 1998 CSAP indicate that seventh grade girls out performed boys in Writing: 47 percent of the girls and 35 percent of the boys were proficient or above in Writing. The comparative performance of Colorado girls and boys in Writing is consistent with that of students nationally.

Student Performance in Writing by Race and Ethnicity

Table 40. Writing Performance of 7th Grade Students by Race and Ethnicity

Race/Ethnicity	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Asian or Pacific Islander	2%	48%	41%	1%	8%	100%
Black	4%	64%	19%	0%	12%	99%**
Hispanic	5%	64%	17%	0%	14%	100%
Native Amer./ Alaska Native	3%	63%	27%	0%	7%	100%
White	1%	44%	48%	1%	6%	100%
Data invalid or not provided*	1%	46%	41%	0%	11%	99%**
State Total	2%	49%	40%	1%	8%	100%

*Data on student's race or ethnicity was invalid (e.g., more than one category marked) or was not provided by the test administrator.
**Does not total to 100% due to the rounding.

The 1999 CSAP results shown in Table 40 indicate that Colorado's minority and non-minority students perform similarly to minority students across the Nation. Non-minority (white) and Asian/Pacific Islander students, on average, scored much higher than did other minority students.

Student Performance in Writing by Disabling Condition

Table 41. Writing Performance of 7th Grade Students by Disabling Condition

Disabling Condition	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No disability	1%	48%	44%	1%	6%	100%
Signif. limited intellec. capacity	20%	21%	2%	0%	58%	101%**
Emotional disability	7%	62%	7%	0%	24%	100%
Percept./ communicative disability	13%	71%	3%	0%	14%	101%**
Hearing disability	13%	55%	11%	0%	22%	101%**
Visual disability	0%	64%	24%	0%	12%	100%
Physical disability	6%	66%	11%	0%	17%	100%
Autism	6%	25%	6%	0%	63%	100%
Traumatic brain injury	15%	40%	0	0	45%	100%
Speech/language disability	10%	76%	4%	0%	10%	100%
Deaf-blind	X	X	X	X	X	X
Multiple handicaps	9%	15%	3%	0%	74%	101%**
Data invalid or not provided*	2%	45%	38%	0%	14%	99%**
State Total	2%	49%	40%	1%	8%	100%

*Data on student's disabling condition was invalid (e.g., more than one category marked) or was not provided by test administrator.
**Does not total to 100% due to the rounding.
X: Number tested was fewer than 16; no summaries reported

The results on student performance by separate disabling condition shown in Table 41 should be interpreted with caution. There was a slight discrepancy in the number of students with disabilities reported on the December 1998 Federal count and that reported on the March 1999 CSAP. This discrepancy should be taken into account when drawing inferences based on these data.

Student Performance in Writing by Test Accommodation

Table 42. Writing Performance of 7th Grade Students by Test Accommodation

Test Accommodation	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
No accommodation	1%	49%	42%	1%	7%	100%
Braille	X	X	X	X	X	X
Large print	0%	68%	21%	0%	11%	100%
Teacher-read directions	18%	67%	2%	0%	13%	100%
Scribe	13%	58%	14%	0%	15%	100%
Signing of presentation or response	38%	38%	12%	0%	12%	100%
Assistive communication device for response	0%	48%	24%	4%	24%	100%
Extended/modified timing/scheduling	10%	67%	11%	0%	12%	100%
Data invalid or not provided*	1%	46%	44%	1%	9%	100%
State Total	2%	49%	40%	1%	8%	100%

*Data on student's test accommodation was invalid or was not provided by test administrator.
**Does not total to 100% due to rounding.
X: Number tested was fewer than 16: no summaries reported

It is the goal of the Colorado Department of Education to describe all students' true levels of achievement with accuracy by providing as many students as possible with the opportunity to demonstrate their skills and knowledge in Writing. Since accommodations are used during instruction to provide students with access to information and learning activities, the CSAP allows assessment accommodations that also are used for instruction in Writing. An accommodation is a change made to the assessment procedures that provides a student with an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the construct being measured, instructional level, content, or the performance criteria. Accommodations are not intended to provide an unfair advantage; they are intended to simply "level the playing field." One accommodation that is **not** allowed because it would provide an unfair advantage and change the construct being measured is reading the Reading test to the student. The test results would not be a valid indicator of a student's ability to decode print information, but rather, would indicate the student's ability to process and decode auditory information.

On the other hand, reading the Writing test to the student is allowed because that accommodation does not change the constructs being measured in the same way that reading the Reading test does.

Results of accommodated and non-accommodated assessments are shown in Table 42. The vast majority of students who received accommodations in the assessment procedure were special education students and students with disabilities.

Student Performance in Writing by District Size

Table 43. Writing Performance of 7th Grade Students by District Size

District Enrollment	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
300 or less	2%	48%	44%	1%	5%	100%
301-600	2%	50%	43%	0%	5%	100%
601-1200	2%	57%	35%	0%	5%	99%**
1201-6000	2%	52%	39%	0%	6%	99%**
6001-24999	2%	47%	44%	1%	6%	100%
25000 or more	2%	49%	38%	1%	10%	100%
State Total	2%	49%	40%	1%	8%	100%

**Does not total to 100% due to rounding.

The results of CSAP in Table 43 indicate that, in general, student performance in Writing does not vary substantially by size of school district, indicated by total district enrollment except, that overall, students in districts with enrollments between 6,001 to 25,000 and 300 or fewer students performed slightly better than students in other districts.

Section 5.2. District Performance Levels in Writing

While eight percent of seventh grade students, on average, were not tested or had invalid tests in Writing, this percentage ranged from zero percent to 23 percent within school districts. Sixty districts reported not testing (or invalid tests) for six to 23 percent of their seventh grade students, .75 to over two times the state average.

A summary of results of the 1999 CSAP assessment of student performance in Writing for each school district is provided in Table 44 below.

District Summaries of Student Performance in Writing

Table 44. Writing Performance of 7th Grade Students in Colorado School Districts

District Name	% Unsatisfactory	% Partially Proficient	% Proficient	% Advanced	% No Scores Reported
ACADEMY	1	31	63	2	4
ADAMS ARAPAHOE	5	58	25	0	11
ADAMS COUNTY	5	73	12	0	9
AGATE	X	X	X	X	X
AGUILAR	X	X	X	X	X
AKRON	0	49	46	2	2
ALAMOSA	2	54	35	1	8
ARCHULETA	0	45	37	0	18
ARICKAREE	X	X	X	X	X
ARRIBA FLAGLER	X	X	X	X	X
ASPEN	0	37	54	1	8
AULT HIGHLAND	0	56	36	0	8
BAYFIELD	0	49	45	0	5
BENNETT	0	56	43	0	1
BETHUNE	X	X	X	X	X
BIG SANDY	12	47	41	0	0
BOULDER VALLEY	1	33	60	1	5
BRANSON	X	X	X	X	X
BRIGGSDALE	X	X	X	X	X
BRIGHTON	1	64	28	0	7
BRUSH	6	45	34	1	14
BUENA VISTA	1	53	38	0	7
BUFFALO	0	68	32	0	0
BURLINGTON	2	63	31	0	5
BYERS	0	58	42	0	0
CALHAN	0	70	28	0	2
CAMPO	X	X	X	X	X
CANON CITY	1	60	36	0	3
CENTENNIAL	13	61	13	0	13
CENTER	2	62	13	0	23

CHERAW	X	X	X	X	X
CHERRY CREEK	1	40	53	1	5
CHEYENNE	0	39	57	0	4
CHEYENNE MTN	1	25	65	3	8
CLEAR CREEK	3	59	34	1	3
CSD&B *	X	X	X	X	X
COLORADO SPRINGS	2	50	36	0	11
CUSTER COUNTY	3	63	34	0	0
COTOPAXI	0	56	44	0	0
CREEDE	X	X	X	X	X
CRIPPLE CREEK	0	57	37	0	7
CROWLEY	9	47	42	0	2
DE BEQUE	0	60	35	0	5
DEER TRAIL	X	X	X	X	X
DEL NORTE	2	63	35	0	0
DELTA COUNTY	1	52	42	1	4
DENVER COUNTY	5	57	19	0	19
DOLORES RE-4A	2	60	32	0	6
DOLORES COUNTY	0	43	57	0	0
DOUGLAS	1	36	59	1	3
DURANGO	1	37	52	0	10
EADS	4	27	58	8	4
EAGLE COUNTY	4	53	36	0	7
EAST GRAND	1	48	48	0	4
EAST OTERO	2	60	27	0	11
EAST YUMA	2	38	54	1	5
EATON	0	49	48	0	3
EDISON	X	X	X	X	X
ELBERT	X	X	X	X	X
ELIZABETH	0	42	55	0	3
ELLICOTT	1	60	33	0	6
ENGLEWOOD	3	60	33	0	3
ESTES PARK	2	43	51	0	4
EXPEDITIONARY	4	46	46	0	4
FALCON	1	55	36	1	7
FLORENCE	1	58	38	0	3
FORT LUPTON	2	60	23	0	15
FORT MORGAN	5	65	23	0	7
FOUNTAIN	2	61	29	0	7
FOWLER	0	54	46	0	0
FRENCHMAN	X	X	X	X	X
GARFIELD RIFLE	2	54	37	1	6
GARFIELD PARA	5	69	21	0	5
GENOA HUGO	0	53	47	0	0
GILCREST	4	64	29	0	3
GILPIN COUNTY	4	46	50	0	0
GRANADA	4	73	23	0	0

GREELEY	4	56	34	0	6
GUNNISON WATE	2	43	49	0	6
HANOVER	X	X	X	X	X
HARRISON	3	65	26	0	7
HAXTUN	0	54	42	0	4
HAYDEN	0	45	55	0	0
HI PLAINS	X	X	X	X	X
HINSDALE	X	X	X	X	X
HOEHNE	0	39	58	3	0
HOLLY	0	69	29	0	3
HOLYOKE	0	45	51	4	0
HUERFANO	4	72	24	0	0
IGNACIO	1	73	21	0	5
JEFFERSON	1	48	44	1	6
JOHNSTOWN	3	64	27	0	6
JULESBURG	0	31	69	0	0
KARVAL	X	X	X	X	X
KEENESBURG	3	52	37	0	7
KIM	X	X	X	X	X
KIOWA	0	45	41	0	14
KIT CARSON	X	X	X	X	X
LA VETA	6	41	47	0	6
LAKE	0	59	27	0	15
LAMAR	2	66	24	0	7
LAS ANIMAS	4	70	26	0	0
LEWIS PALMER	0	36	57	1	6
LIMON	2	59	37	0	2
LITTLETON	0	37	58	1	4
LONE STAR	X	X	X	X	X
MANCOS	2	60	34	0	4
MANITOU SPRINGS	1	37	59	1	3
MANZANOLA	6	71	2	0	0
MAPLETON	2	64	21	0	13
MC CLAVE	0	48	37	0	15
MEEKER	0	51	42	0	8
MESA COUNTY	1	55	38	0	5
MIAMI YODER	4	59	33	0	4
MOFFAT	X	X	X	X	X
MOFFAT COUNTY	3	67	28	0	2
MONTE VISTA	5	66	20	0	9
MONTEZUMA	3	62	30	1	4
MONTROSE	4	52	37	0	8
MOUNTAIN VALLEY	X	X	X	X	X
NORTH CONEJOS	1	61	35	0	3
NORTH PARK	3	56	38	3	0
NORTHGLENN	2	56	34	0	7
NORWOOD	0	50	45	0	5

OTIS	0	44	56	0	0
OURAY	X	X	X	X	X
PARK COUNTY	0	55	40	0	4
PAWNEE	X	X	X	X	X
PEYTON	0	36	53	0	10
PLAINVIEW	X	X	X	X	X
PLATEAU	X	X	X	X	X
PLATEAU VALLEY	0	59	28	0	13
PLATTE CANYON	0	40	50	0	10
PLATTE VALLEY RE-7	6	45	44	0	4
PLATTE VALLEY RE-3	X	X	X	X	X
POUDRE	1	39	49	2	9
PRAIRIE	X	X	X	X	X
PRIMERO	0	25	69	0	6
PRITCHETT	X	X	X	X	X
PUEBLO CITY	3	59	30	0	8
PUEBLO COUNTY	1	45	50	1	3
RANGELY	0	59	41	0	0
RIDGWAY	0	41	47	0	12
ROARING FORK	2	53	38	1	6
ROCKY FORD	0	65	24	0	11
SALIDA	2	50	49	0	0
SANFORD	8	58	28	3	3
SANGRE DE CRI STO	0	33	63	0	4
SARGENT	0	38	62	0	0
SHERIDAN	2	70	23	0	5
SIERRA GRANDE	8	56	4	0	32
SILVERTON	X	X	X	X	X
SOUTH CONEJOS	5	76	16	0	3
SOUTH ROUTT	0	47	42	0	11
SPRINGFIELD	0	74	22	4	0
ST VRAIN VALLEY	2	49	42	0	7
STEAMBOAT SPRING	0	33	64	0	3
STRASBURG	0	61	39	0	0
STRATTON	0	52	48	0	0
SUMMIT	3	36	51	1	9
SWINK	5	38	57	0	0
TELLURIDE	0	18	78	0	5
THOMPSON	1	40	48	1	10
TRINIDAD	4	52	42	0	3
VALLEY	1	44	49	0	6
VILAS	X	X	X	X	X
WALSH	4	48	48	0	0
WELDON VALLEY	X	X	X	X	X
WEST END	3	48	43	0	8
WEST GRAND	0	44	50	0	6
WEST YUMA	0	52	35	0	12

WESTMINSTER	3	65	23	0	9
WIDEFIELD	1	54	38	0	7
WIGGINS	7	40	37	0	16
WILEY	0	34	52	3	10
WINDSOR	2	48	45	1	4
WOODLAND PARK	3	50	43	0	4
WOODLIN	X	X	X	X	X

X: Number tested was fewer than 16, no summaries reported.
*Colorado School for the Deaf and Blind

Section 5.3. Performance of Schools Classified by Socioeconomic Status

This section presents summaries of the performance of students in schools of differing socioeconomic status (SES). Percent of students receiving free or reduced-cost lunch is used as the indicator of school SES. Four levels of SES characterize schools:

Level 1: 0-25% receiving free or reduced-cost lunch
Level 2: 26-50% receiving free or reduced-cost lunch
Level 3: 51-75% receiving free or reduced-cost lunch
Level 4: 76-100% receiving free or reduced-cost lunch

Writing Performance of Students Statewide in Schools Categorized by Percent of Students Receiving Free or Reduced-Cost Lunch

Table 45A-D. Overall Summary of Results by School SES Classification for the State

Level 1: Percent of Students Receiving Free/Reduced-Cost Lunch = 0-25%

Table 45A. Writing Performance of all 7th Grade Students In Schools at SES Level 1 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	9%	42%	40%	4%	4%	99%**

**Does not total 100% due to rounding.

Level 2: Percent of Students Receiving Free/Reduced-Cost Lunch = 26-50%

Table 45B. Writing Performance of all 7th Grade Students In Schools at SES Level 2 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially proficient	Proficient	Advanced	Not tested	
Total	15%	47%	30%	2%	6%	100%

Level 3: Percent of Students Receiving Free/Reduced-Cost Lunch = 51-75%

Table 45C. Writing Performance of all 7th Grade Students In Schools at SES Level 3 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	26%	47%	19%	1%	7%	100%

Level 4: Percent of Students Receiving Free/Reduced-Cost Lunch = 76-100%

Table 45D. Writing Performance of all 7th Grade Students In Schools at SES Level 4 CSAP Spring 1999

State	Writing Performance Level					Total
	Unsatisfactory	Partially Proficient	Proficient	Advanced	Not Tested	
Total	36%	39%	10%	1%	15%	101%**
** Does not total 100% due to rounding						

Appendix A

Colorado Student Assessment Program Performance Level Descriptors
Grade 3 Reading

Adopted by the State Board September 10, 1998

UNSATISFACTORY

Third grade students are unsatisfactory in Reading Comprehension when they read narratives and simple expository texts with familiar content with little evidence of literal comprehension.

PARTIALLY PROFICIENT

Third grade students are partially proficient in Reading Comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to:

- Demonstrate limited accuracy in the identification and sequencing of facts and events
- Demonstrate minimal understanding in a written response
- Demonstrate understanding of simple vocabulary.

PROFICIENT

Third grade students are proficient in Reading Comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to:

- Draw inferences from what they read
- Follow directions
- Identify main idea and supporting details
- Accurately and thoroughly sequence events
- Draw conclusions
- Determine cause and effect
- Reread and search to confirm obvious information and meaning
- Demonstrate their thorough understanding of text through a written response
- Understand vocabulary essential to the text.

ADVANCED

Third grade students are advanced in Reading Comprehension when they can comprehend a variety of texts including narrative (such as realistic fiction, fantasy, and legends), expository, and poetry in an in-depth manner.

They are able to:

- Restate and evaluate main idea and significant details, problem and solution, and cause and effect
- Paraphrase and summarize information
- Analyze the sequence of events
- Identify and infer character traits and motives, the theme of a narrative, and meaning from figurative language, including metaphor and personification
- Interpret complex or content specific vocabulary
- Reread and search text to confirm less obvious information and meaning
- Draw conclusions by inferring from the text using higher levels of thinking.
  (Third Grade Students only have one Standard)

Colorado Student Assessment Program Performance Level Descriptions
Grade 4 Reading

Adopted by the State Board of Education October 3, 1997

UNSATISFACTORY

Standard 1

A student who has received an unsatisfactory proficiency rating may demonstrate evidence of minimal or very general comprehension (i.e., gist) of a text that has substantial textual or visual support/clues.

Standard 4

A student who has received an unsatisfactory proficiency rating may give inconsistent responses to a specific task when predicting or drawing conclusions using text and/or visual clues.

Standard 5

A student who has received an unsatisfactory proficiency rating may demonstrate limited accuracy in the identification and use of facts presented in the text.

Standard 6

A student who has received an unsatisfactory proficiency rating may respond to simple story elements (e.g., character, setting, and plot) at a literal level.

PARTIALLY PROFICIENT

Standard 1

A partially proficient student demonstrates use of limited strategies to comprehend Reading materials by:

- Using context clues to comprehend word meanings
- Recalling details to answer questions
- Skimming to locate a limited number of details.

Standard 4

A partially proficient student demonstrates analysis of a text by using a graphic organizer to categorize facts.

Standard 5

A partially proficient student begins to demonstrate accurate identification and use of information presented in the text.

Standard 6

A partially proficient student demonstrates the ability to Read and respond to literature by:

- Classifying vocabulary in a basic way
- Understanding a text (e.g., poem) at a literal level
- Recalling details to answer questions.

PROFICIENT

Standard 1

A proficient student demonstrates comprehension of a variety of Reading selections by using multiple strategies:

- context and visual clues
- word parts (prefixes and suffixes)
- multiple word meanings and idiomatic expressions
- factual recall and discrimination
- sequencing
- main idea
- inference
- written summary with factual support

Standard 4

A proficient student responds to a specific text by:

- understanding and following directions
- recognizing the author's point of view and purpose
- expressing a character's reactions or explaining a reaction to the test
- locating relevant information
- defining a problem or a solution
- making predictions and drawing conclusions based on the information

Standard 5

A proficient student demonstrates the accurate use of information from a variety of sources by:

- differentiating among printed materials
- reading for information that contains multiple steps
- analyzing and discriminating among various media
- identifying details from relevant information
- extracting information from a complex stimulus (e.g., graph, chart, table, or text)

Standard 6

A proficient student demonstrates the ability to read and respond to literature by:

- identifying characters' reactions and motives for their actions
- identifying sequence and several details to adequately answer a question
- supporting an opinion with general ideas from text
- classifying familiar vocabulary in new ways
- interpreting poetry in a concrete manner with a limited understanding of figurative language (e.g., personification)

ADVANCED

Standard 1

An advanced student uses multiple strategies to read a variety of selections to demonstrate a deeper understanding (e.g., insight into text) by:

- writing a complete, thorough summary
- completing complex non-linear sequencing
- recalling details with inference (e.g., making connections between details or ideas)
- using context clues with words with unusual or abstract meanings

Standard 4
An advanced student responds to a specific text by:

- thoroughly categorizing facts and details using a graphic organizer
- differentiating fact and opinion
- evaluating the main idea
- defining both a problem and a solution
- defending and thoroughly supporting a reaction to a text
- interpreting the author's style

Standard 5
An advanced student demonstrates skill in finding and using information from a complex variety of sources by:

- identifying and using the organizational features of a book (e.g., glossary, index, or table of contents)
- following a complex set of instructions
- discriminating among a wide variety of reference materials
- applying reasoning skills
- interpreting factual material displayed in a non-traditional way

Standard 6
An advanced student demonstrates the ability to read and respond to literature by:

- generating character traits and motives for characters' actions
- identifying many details from context to thoroughly answer a question
- supporting an opinion with specific details from text
- classifying vocabulary in abstract ways
- interpreting poetry and folk tales in a more abstract manner with a more complete understanding of figurative language (e.g., personification, symbolism)

Colorado Student Assessment Program Performance Level Descriptions
Grade 4 Writing
Adopted by the State Board of Education October 3, 1997

UNSATISFACTORY

In independently revised narrative Writing, * the student response displays the following characteristics:

- unfocused and disorganized writing
- irrelevant details that may not support the topic or relate to the purpose
- age-inappropriate vocabulary
- illegible portions
- sentences or fragments
- errors in conventions that make writing difficult to read

In independently unversed narrative, expository, and descriptive paragraphs, ** the student response displays the following characteristics:

- irrelevant or insufficient details that impede meaning
- limited word choice and sentence structure
- illegible portions

PARTIALLY PROFICIENT

- In independently revised narrative Writing, * the student response displays the following characteristics:
- minimally focused and organized writing with general ideas related to the purpose
- irrelevant details or information
- errors in conventions that may distract from meaning
- more complete sentences than fragments
- appropriate vocabulary with occasional lapses in accuracy

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* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

** This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

In independently unversed narrative paragraphs, ** the student response displays the following characteristics:

- random and fragmented ideas
- limited and repetitive word choice and sentence structure

Given a sentence or a paragraph, the student displays some knowledge of editing sentence structure (including subject/verb agreement, modifiers, capitalization, and punctuation).

PROFICIENT

In independently revised narrative Writing, * the student response displays the following characteristics:

- Mostly focused and organized writing
- Details included, most of which are relevant
- Age-appropriate vocabulary
- Simple sentence patterns
- Errors in conventions do not distract from meaning

In independently unversed narrative, expository, and descriptive paragraphs, ** the student response displays the following characteristics:

- ideas connected to the specified purpose
- simple and familiar word choice
- simple sentence structure

Given a sentence or a paragraph, the student can edit text for run-on sentences, subject/verb agreement, and use of appropriate vocabulary, punctuation, capitalization, and proper use of most modifiers.

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* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

** This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

ADVANCED

In independently revised narrative Writing, * the student response displays the following characteristics:

- clear, focused, fluent, developed, and organized writing for the purpose specified in the prompt
- details and word choice that support the central idea and are appropriate for the given audience
- variety of sentence structure
- minor errors in mechanics, spelling, and usage

In independently unversed narrative, expository, and descriptive paragraphs, ** the student response displays the following characteristics:

- relevant details, examples, and anecdotes that support the central idea
- accurate and specific word choice

Given a sentence or a paragraph, the student displays a strong grasp of editing (including concepts such as homonyms and advanced vocabulary).

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* This is a Writing prompt in which the students plan, draft, revise, write final copy, and use a Writer's Checklist to proofread their work. This is done by the students on demand, without peer or teacher conferences, and without editing tools (dictionaries, spell check, etc.)

** This is an extended response in which students are asked to write a paragraph. Because this is on-demand Writing with a set time, students are concentrating on generating ideas rather than on refining or focusing their thoughts.

Colorado Student Assessment Program Performance Level Descriptions
Grade 7 Reading

Adopted by the State Board of Education September 9, 1999

UNSATISFACTORY

Standard 1
A student who has received an unsatisfactory proficiency rating may demonstrate evidence of minimal or very general comprehension (i.e., gist) of a test that has substantial textual clues. The student may sometimes locate simple stated facts within a text.

Standard 4
A student who has received an unsatisfactory proficiency rating may make few predictions from written text.

Standard 5
A student may use resource materials in a basic way. The student may locate and select relevant information and some important details on a minimal level and may transfer from text to graphic form and from graphic form to text.

Standard 6
A student who has received an unsatisfactory proficiency rating may respond to obvious story elements at a literal level. The student may identify an obvious point of view in a simple text.

PARTIALLY PROFICIENT

Standard 1
A partially proficient student demonstrates limited use of strategies to comprehend reading materials by

- Using context clues to determine word meanings
- Inferring from information that is implied by not directly stated
- Identifying the main idea
- Summarizing limited ideas

Standard 4
A partially proficient student responds to a specific text by

- Drawing conclusions from a simple text
- Recognizing an authors purpose in non-fiction texts
- Classifying information as either fact or opinion
- Recognizing concrete ideas in poetry

Standard 5
A partially proficient student begins to identify and use information presented in the text.

- Locating and selecting relevant information from non-fiction
- Organizing information from a straightforward text
- Identifying some organizational features of a text

Standard 6
A partially proficient student demonstrated the ability to read and respond to literature by
- Interpreting simple concepts in poetry or fiction
- Identifying some similes

PROFICIENT

Standard 1
A proficient student uses appropriate reading strategies to demonstrate comprehension of a variety of reading selections
- Determining the meaning of complex vocabulary in context
- Drawing inferences from a variety of texts
- Identifying main ideas and some supporting details
- Summarizing main ideas

Standard 4
A proficient student demonstrates analysis of a text by
- Drawing conclusions with multiple ideas based on simple and moderate-to-complex texts
- Making predictions
- Recognizing an author's point of view and purpose
- Distinguishing between fact and opinion
- Identifying some abstract ideas in poetry

Standard 5
A proficient student demonstrates the accurate use of information from a variety of reference sources by
- Identifying purposes of non-fiction or technical writing
- Organizing and synthesizing information from texts
- Identifying organizational features of a text

Standard 6
A proficient student demonstrates the ability to read and respond to literature by
- Identifying the use of figurative language
- Identifying some abstract concepts in poetry

ADVANCED

Standard 1
An advanced student, when reading a variety of selections, uses multiple strategies to construct and demonstrate higher levels of comprehension.
- Determining the meaning of complex vocabulary
- Drawing inferences by creating connections between texts
- Identifying essential details and main ideas
- Justifying and supporting conclusions about text
- Comparing texts with similar themes

Standard 4
An advanced student responds to a specific text by

- Making predictions from complex text
- Determining an author's purpose and point of view
- Distinguishing between fact and opinion in complex text
- Analyzing poetry
- Drawing conclusions, solving problems, and answering questions based on complex text

Standard 5
An advanced student demonstrates skill in finding and using information from a complex variety of sources by

- Discovering applicable information in a text
- Organizing and synthesizing information from complex texts
- Identifying organizational features of a complex text
- Finding pertinent information in a complex text

Standard 6
An advanced student demonstrates the ability to read and respond to literature by

- Identifying and analyzing the use of figurative language in complex texts
- Interpreting abstract concepts within a text

Colorado Student Assessment Program Performance Level Descriptions
Grade 7 Writing
Adopted by the State Board of Education September 9, 1999

UNSATISFACTORY

Standard 2
A student who has received an unsatisfactory proficiency rating may attempt to perform the writing tasks, but his or her writing displays the following characteristics:

- Inaccurate and/or age-inappropriate vocabulary
- Simple and repetitive sentence beginnings, structures, and lengths
- Some unreadable portions
- Lack of focus and organization
- Mechanical or grammatical errors or both that impede understanding

Standard 3
Given a sentence or paragraph, an unsatisfactory student displays little or no knowledge of sentence structure, verb usage, capitalization, and spelling. In independently written, unrevised narrative, expository, and descriptive paragraphs, the student's writing displays the following characteristics:

- Limited word choice
- Vague sentence structure
- Language usage errors that severely impede understanding
- Many illegible portions
- Simple, repetitive sentences and/or many fragments and run-ons
- Convention errors that make writing difficult to understand

PARTIALLY PROFICIENT

Standard 2
A partially proficient student attempts to perform the writing tasks, and his or her writing displays the following characteristics:

- Meets a few requirements of the task
- Identifies a general idea
- Uses a few details that are not consistently on topic
- Uses compositions that is mostly readable, but may be partially illegible

Standard 3
Given a sentence, paragraph, letter, or writing task, a partially proficient student shows knowledge of language conventions, including

- Capitalization
- The correct forms of common irregular verbs
- The spelling and punctuation of commonly used contractions
- The comparison of commonly used adjectives

PROFICIENT

Standard 2

A proficient student uses the writing process (planning, drafting, revising, and editing) and applies thinking skills to produce writing that may entertain, persuade, inform and/or describe. A proficient student also demonstrates the ability to choose precise vocabulary in increasingly difficult writing selections. The student's writing

- Occasionally engages audience interest
- Mixes general and precise vocabulary
- Uses composition that is generally fluent, readable, and neat
- Demonstrates some sentence variety
- Fulfills the purpose of the writing task
- Defines but does not thoroughly organize and develop the topic
- Shows some use of detail to support main ideas
- Uses some transitions to link ideas

Standard 3

A proficient student identifies some parts of speech, including nouns and adjectives. Given sentence, paragraph, letter, or writing tasks, a proficient student demonstrates editing skills, including

- Homonyms and homophones
- Capitalization and punctuation
- Verb tense in context
- Subject/ verb agreement
- Correct use of pronouns, including pronoun and antecedent agreement
- Sentence Structure
- Comparisons of comparative and superlative adjectives and adverbs
- Clauses and phrases

ADVANCED

Standard 2

An advanced student uses the writing process (planning, drafting, revising, and editing) and applies thinking skills to produce writing that may entertain, persuade, inform, and/or describe. The student's writing

- Engages audience interest
- Uses precise vocabulary with figurative language and imagery
- Demonstrates a variety of sentence structures, beginnings, and lenghts
- Uses composition that is readable, fluent, and nearly error-free
- Meets the requirements of the writing task
- Defines, organizes, and develops the topic
- Incorporates relevant details to support main ideas
- Uses transitions to connect ideas

Standard 3

An advanced student identifies parts of speech, such as verbs, adjectives, adverbs, and pronouns. Given more complex sentences, paragraphs, letters, or writing tasks, the student demonstrates strong editing skills, including

- Advanced vocabulary
- Homonym usage
- Capitalization and punctuation